

**THE DEVELOPMENT OF BASIC ENGLISH  
MODULE FOR THE FIRST SEMESTER OF  
SEVENTH GRADE STUDENTS OF SMPN 4  
BANDAR LAMPUNG**

**A Thesis**

**Submitted as a Partial Fulfillment of Requirments for S1-Degree**

**By**

**Ahmad Fadil Agya**

**NPM. 1611040317**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
1445H / 2023M**

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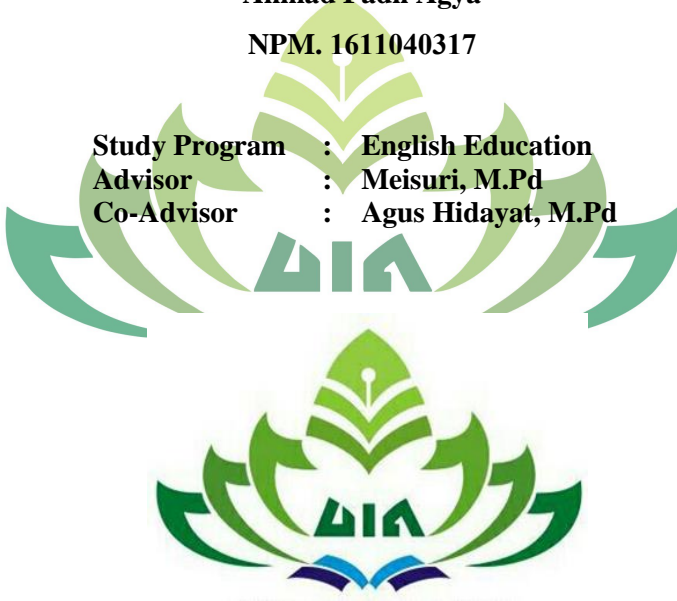
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**Study Program : English Education  
Advisor : Meisuri, M.Pd  
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RADEN INTAN LAMPUNG  
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## ABSTRACT

### **THE DEVELOPMENT OF BASIC ENGLISH MODULE FOR THE FIRST SEMESTER OF SEVENTH GRADE STUDENTS OF SMPN 4 BANDAR LAMPUNG**

Module is a medium to support existing teaching materials, for provides opportunities for students to learn independently with concepts explained in the module, and can improve student competence, and for foster student enthusiasm. The objectives of the research are to find out the students' needs in English material for seventh grade of SMPN 4 Bandar Lampung and to develop the English material for seventh grade of SMPN 4 Bandar Lampung. ADDIE model was applied in the attempt of reaching the objectives. The need analysis was conducted prior to the developmant of the material. From the result of the expert jugdement based on the material, it is revealed that the average score (X) is 3.6. Based on the score, it is categorized as good since the X value is within the interval of  $3.5 < X < 3.75$ . Nevertheless, the are two items of the aspects that the experts thought still need to be improved, they are the convenience of the material in the module for students to understand and the illustrations are presented according to the content of the material in the module. For the convenience of the material in the module for students to understand, the expert suggested to give clearer instruction for every steps of activities that should be done by the students. Meanwhile, for the illustrations presented according to the content of the material in the module, the experts suggested to add more illustration to make the module more interesting. From the result of the expert jugdement based on the presentation, it is revealed that the average score (X) is 3.75. Based on the score, it is categorized as good since the X value is within the interval of  $3.5 < X < 3.75$ . There is one item that the expert suggested to be improved, it is related to the reference or the supporting material. The expert suggested to add more reference in order to make the module more complete. From the result of the expert jugdement based on the material, it is revealed that the average score (X) is 3.75. Based on the score, it is categorized as good since the X value is within the

interval of  $3.5 < X < 3.75$ . There is one item that the expert suggested to be improved, it is related to the use of the language in accordance to the students' stage of thinking. The expert suggested that some language are too high for the students, it is then revised accordingly.

**Key words:** *Development, Module, ADDIE, Basic English Materials*



## DECLARATION

I honored that this thesis entitled “**The Development Of Basic English Module For The First Semester Of Seventh Grade Students Of Smpn 4 Bandar Lampung**” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung,

2023

Declared by



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**ADMISSION**

A thesis entitled: **The Development of Basic English Module For The First Semester of Seventh Grade Students of SMPN 4 Bandar Lampung** by **Ahmad Fadil Agya**, NPM: 1611040317, Study Program: **English Education**, was tested and defended in the examination session held on: **Tuesday, January, 17<sup>th</sup> 2023**.

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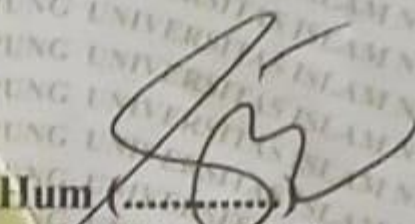
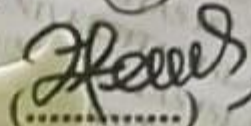
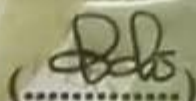
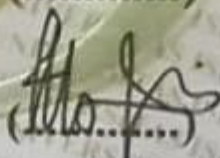
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## MOTTO

يَبْنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَ اٰخِيهِ وَلَا تَأْيِسُوا مِنْ رَوْحِ اللّٰهِ اِنَّهٗ لَا يَأْيِسُ مِنْ رَوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُونَ

**“O my children! Go, seek (news) about Yusuf and his brother and do not despair of Allah's mercy. Indeed, those who despair of Allah's mercy are only those who disbelieve.”  
( QS. YUSUF AYAT 87)**

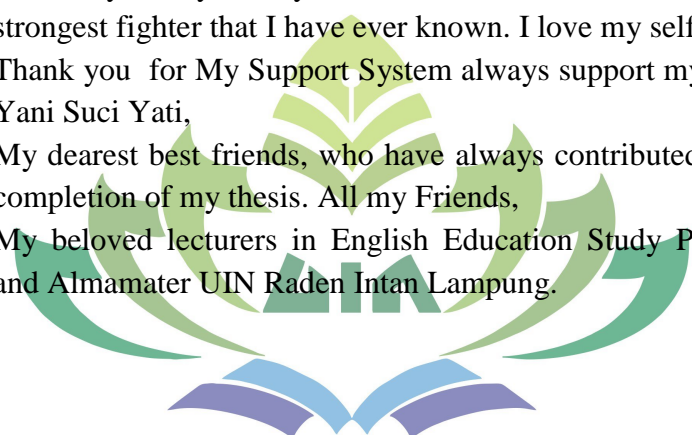




## DEDICATION

This thesis is dedicated to everyone who has supported and encouraged me throughout my life. I would like to dedicate my thesis to:

1. My greatest sources of motivation are my dear Father, Mr Yahya AD, and my darling Mother, Mrs Aguslena, who are always praying for my success. Thank you for all of your encouragement and support; I will always love you,
2. My beloved brother, who always give me a support to complete my undergraduate thesis,
3. “Thank you my self you did well”. You are one of the strongest fighter that I have ever known. I love my self,
4. Thank you for My Support System always support my thesis Yani Suci Yati,
5. My dearest best friends, who have always contributed to the completion of my thesis. All my Friends,
6. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name was Ahmad Fadil Agya. He was born on October, 21<sup>th</sup> 1997 in Bandar Lampung. He was the last child of for siblings from Mr Yahya AD , and Mrs Aguslena. He has two brother, Ari Fauzan Agya and Akyarsyah Agya.

The academic background of Ahmad Fadil Agya includes studies at SD Al-Azhar 1 Bandar Lampung in 2004 and graduated in 2010. In the same year, He continued his study in MTsN 2 Bandar Lampung and graduated in 2013. After that, He continued his study in MAN 1 Bandar Lampung and graduated in 2016. In 2016, he continued his study to UIN Raden Intan Lampung as a student of English Education study Program of Tarbiyah and Teacher Training Faculty.



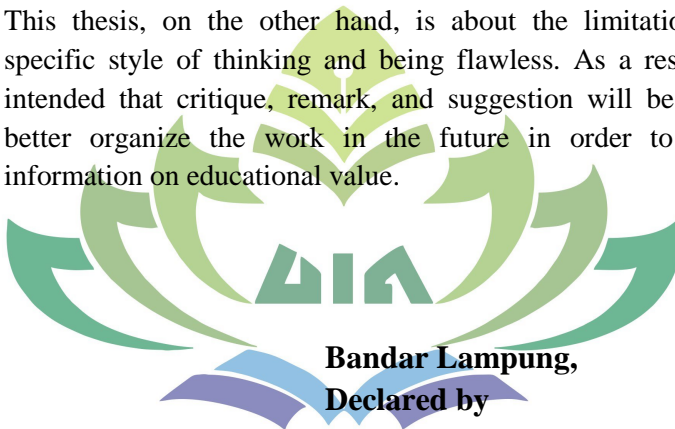
## ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all thanks is due to Allah SWT, the Most Gracious and Merciful. There are no adequate words to express my thanks though until this thesis is completed. Then, constantly remember to send Shalawat and salam to our prophet Muhammad SAW, who is always bringing us from darkness to light. By Allah's favor, so that this thesis, named "*The Development Of Basic English Materials For The First Semester Of Seventh Grade Students Of SMPN 4 Bandar Lampung*" might be completed.

This thesis is being submitted as part of the requirements for the S1-degree English Education Study Program at Raden Intan Lampung State Islamic University. This accomplishment, however, would not have been possible without the love, support, direction, counsel, assistance, and encouragement of individuals and institutions. As a result, the author wishes to express his gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, and her staff, who have provided the writer with a chance and forbearance while doing the research until the completion of this thesis.
2. Dr. Moh. Muhassin, M. Hum., The Head of English Department.
3. M. Ridho Kholid, M.Pd., Secretary of English Department
4. Meisuri, M.Pd., The Advisor who had given guidance, support and solution to the researcher in the accomplishment of undergraduate thesis.
5. Agus Hidayat, M.Pd., The Co-Advisor and who has dedicated his time assisting, advising, and supporting the writer in completing this thesis.
6. All lecturers of Tarbiyah and Teacher Training Faculty, especially English Department Lectures.
7. My beloved parents, Mr Yahya AD and Mrs Aguslena, Thank you for all I really could not express one by one here, only God knows how much you mean to me.
8. My beloved brothers Ari Fauzan Agya, and Akhyarsyah Agya.
9. I cannot name all of my Tarbiyah English department and Teacher Training Faculty 2016 buddies one by one. One thing for sure, meeting all of you is the finest thing have ever happened to me.

10. Mrs Martha Nainggolan S.Pd., the English teacher of UPT SMPN 4 Bandar Lampung who has assisted and advised during the research process.
11. In addition, everyone who comes and goes in my life plays a part in the research, both consciously and unconsciously. Happiness, experience, learning, and memories are all things that have brought me a thousand smiles while completing this study.
12. Last but not least, “I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for never quitting, I want to thank me for trying give more than I receive, I want to thank me for trying do more right than wrong, I want to thank me for just being me at all times.” Thank you very much.
13. This thesis, on the other hand, is about the limitations of a specific style of thinking and being flawless. As a result, it is intended that critique, remark, and suggestion will be used to better organize the work in the future in order to acquire information on educational value.



**AHMAD FADIL AGYA**  
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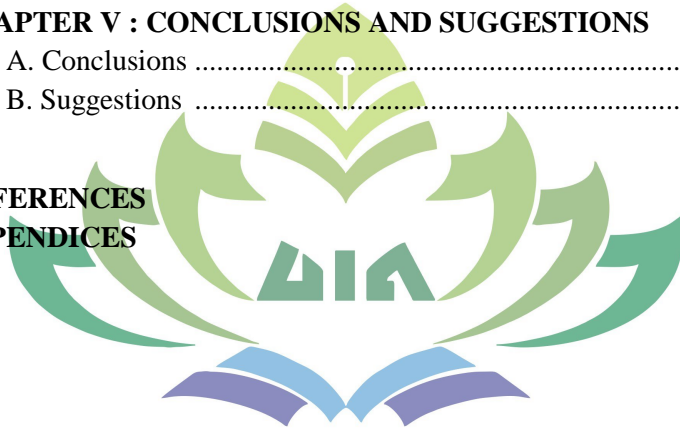
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# CHAPTER 1

## INTRODUCTION

### A. Title Affirmation

Before discussing any further, some of the key words contained in the title of this proposal need to be explained in order to avoid misinterpretation. The keywords referred to are as follows:

#### 1. Development

To provide sources of language input and to exploit those sources in ways that maximize the likelihood of intake, writers, teachers, and learners engage in material development. This is done by providing information about and/or experiences with the language in a way that is intended to support language learning.

#### 2. Basic English Module

Basic English Module is a form of teaching resource compiled by a group or individual learning, which is then arranged in a neat systematic manner aid for teaching English as a second language.

### B. Background of the Problem

To establish meaningful communication between people, language is utilized. According to Nurhayati, language's primary purpose is to facilitate communication.<sup>1</sup> Meanwhile Amberg and Deborah further asserts that when we use language, we convey both our own unique thinking and the cultural practices and values of the communities to which we belong, including our families, social groups, and other associations. As a means of international communication, English is highly valued. Having human resources with strong English skills is one prerequisite for a nation to compete with other nations. English is now taught in Indonesian schools as one of the required disciplines to satisfy one of the requirements. As

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<sup>1</sup> Nurhayati, Dwi Astuti Wahyu; Maryono ; Triwidayati, Lina. 2019. *Development of Macromedia Captivate-Based Instructional Media of Social Studies on Scarcity and Human Needs Material of Grade VII at Islamic Junior High School of Assyafiyah Gondang Tulungagung*. Advances in Social Science, Education and Humanities Research. Vol. 458, pp 180.

required by Indonesian government law, English is taught starting in junior high school. English is one of the core courses taught in junior high schools because, at this level, it determines whether or not students will continue their education. Additionally, the national exam includes English as one of the required topics. English is taught as a topic in schools in Indonesia in addition to being utilized as a means of communication and for maintaining relationships with other countries. It is intended that by learning English, Indonesians will be able to maintain contact with the rest of the globe. English studies still hold a significant part in our educational curricula today.

Indonesian society is currently dealing with a new paradigm, where learning can be done both effectively and enjoyable. According to Nurhayati, to educate truly indicates that it is not a straightforward or simple matter.<sup>2</sup> The 2013 curriculum must be used in Indonesian schools, according to the country's Ministry of Education and Culture. The Content Standard outlines the ultimate objectives of English instruction in junior high. These are means of communication that help people communicate information, relate to one another, and appreciate the aesthetics of the English language in everyday situations. Junior high school pupils are expected to master the four language skills of English based on the content standards of their course materials. These include speaking, reading, writing, and listening.

Students are expected to possess four Core Competencies (KI) according to the 2013 curriculum, including spiritual attitude competencies, social attitude competencies, knowledge competencies, and competency skills in learning English. The four skills are converted into Basic Competencies (KD), which junior high school pupils must attain in order to learn English. For instance, it is claimed that junior high school students should be appreciative for the chance to learn English as the language of instruction in worldwide communication, which is shown in the spirit of learning, in the basic competency of the spiritual attitude. On the other hand, interpersonal and transactional English communication requires that students

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<sup>2</sup> Nurhayati, D. A. W. (2016). Using Local Drama in Writing and Speaking: EFL Learners' Creative Expression. *Journal of English Language Teaching and Linguistics*, 1(1), 51-77.

behave courteously, honestly, responsibly, cooperatively, firmly in control of themselves, and with a sense of calm. Students may construct small oral texts to say and answer to greetings, sayings, thanks, and apologies for basic competence abilities and understand the social function, text structure, and linguistic parts of the text in one of the fundamental competencies of knowledge explained.

It has become crucial to include a set of abilities that meet the demands of 21st century learners in the curricula used for teaching and studying English as a foreign language. According to Bouzid, students today are not expected to succeed based just on their aptitude for manual labor; rather, they are expected to exhibit an essential capacity for knowledge search, discovery, sharing, and application in order to address a variety of challenging issues.<sup>3</sup> Richard also claims that course books, in particular, have a significant role in the English language classroom. The majority of language programs place a strong emphasis on instructional materials.<sup>4</sup>

Additionally, another authority, Cunningsworth, sums up the function of textbooks in language instruction as follows.<sup>5</sup> To begin with, a course book might serve as a source for presenting materials (spoken and written). Second, it might serve as a resource for exercises that encourage communication and engagement amongst learners. Thirdly, it may provide inspiration for lesson plans and stimuli. The fourth option is a syllabus. It can also provide as support for less seasoned teachers who have not yet developed their confidence. Having a decent textbook is therefore highly advised. It is crucial for teachers of English to enhance the caliber of the English teaching and learning process. She needs to be more imaginative when creating and utilizing engaging material. She should also frequently lecture the class in English, provide fun activities like games, and focus on each individual student. The kids will be able to participate in an engaging teaching and learning process by doing this.

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<sup>3</sup> Bouzid, H. A. (2016). Boosting 21 st Century Skills through Moroccan ELT Textbooks. *Journal of English Language Teaching and Linguistics*, 97-108.

<sup>4</sup> Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

<sup>5</sup> Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.

The Indonesian educational system introduces a new curriculum in July 2013 called the 2013 Curriculum (K13). The 2013 curriculum is a curriculum that emphasizes understanding, skill, and character education. Students are expected to comprehend the subject, participate actively in debates and presentations, have good manners, and maintain a high standard of behavior (Pendidikan and Indonesia, 2013). The 2013 curriculum is a developed curriculum that builds on the knowledge, attitude, and skill-based KTSP 2006 and 2004 curricula. Based on the aforementioned situation, teachers in every school in Indonesia were expected to apply the 2013 Curriculum. But the reality is that there are still some teachers, particularly English teachers in south Sulawesi, who continue to use the KTSP principle of curriculum teaching even though they have established a standard school 2013 curriculum because they still do not understand the procedures for implementing the curriculum in 2013.

In order to address this matter, the researchers performed a preliminary study in May 2015 in which they spoke with one of the English teachers at SMPN 4 Bandar Lampung and examined how the 2013 curriculum was implemented, particularly in the Junior High School for the seventh grade. After conducting an interview, researchers discovered that there were still numerous challenges for instructors to overcome while implementing the 2013 curriculum in this school, such as their lack of preparation, facilities that were insufficient, and a lack of sufficient learning tools. As a result, teachers are still using the KTSP curriculum, which is based on books, and they require extra sources of teaching materials in order to change up the class's learning activities in light of 2013. The textbook provided, however, also gave a rough time for the teachers. The textbook provided were still incomplete in terms of the material and some material were not coherent to the syllabus.

It is unarguable that textbook play a crucial role in teaching learning process. Many language courses rely heavily on ELT materials (textbooks), however according to Litz, there has been much controversy in recent years among ELT professionals about the importance of materials in teaching English as a

Second/Foreign Language.<sup>6</sup> The possibilities and limitations of resources for 'leading' students through the learning process and curriculum, as well as the needs and preferences of teachers who use textbooks, have all been discussed. Other current concerns include textbook design and usability, methodological validity, the role of textbooks in innovation, the authenticity of materials in terms of linguistic representation, and the appropriateness of gender representation, subject matter, and cultural elements. Whether or whether textbooks have value, they must meet an acceptable standard or degree of quality and be appropriate for the learners for whom they are being utilized. As a result, it is critical that we develop and use a diverse set of relevant and culturally suitable criteria for evaluating the textbooks we use in our language schools.

After identifying the issues and considering the contributing elements, the researchers came to the conclusion that the aforementioned issues should be resolved. Making solid curriculum-based material based on 2013 is one method to get around this. The quality of education will improve when teaching and learning materials are given more effectively. The students will benefit from being assisted to practice the four language skills by having effective learning resources since these materials encourage language use in material-related tasks.

### **C. Identification and Limitation of the Problems**

Based on the explanation on the background the identification of the problem in this research are :

1. SMPN 4 Bandar Lampung is still lack of attractive and quality English module
  2. It was important to develop learning media in the form of module
- Further, the limitation of the problem in this research are :
1. Development of teaching materials using the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation)

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<sup>6</sup> Litz, David R.A. (2005). Textbook Evaluation and ELT Management: A South Korean Case Study. The ASIAN EFL Journal.

2. This module only discusses about basic English materials for seventh grade junior high school of SMPN 4 Bandar Lampung

#### **D. Formulation of the Problem**

Based on the background and the identification of the problem, the research questions are formulated as follows:

1. What are the students' needs in English material for seventh grade of SMPN 4 Bandar Lampung?
2. How is the development of English module for seventh grade of SMPN 4 Bandar Lampung?

#### **E. Objective of the Research**

This research was conducted for several objectives, as follows:

1. To find out the students' needs in English material for seventh grade of SMPN 4 Bandar Lampung.
2. To develop the English material for seventh grade of SMPN 4 Bandar Lampung?

#### **F. Benefits of the Research**

This research is expected to be beneficial in several aspects, as follows:

##### **1. Theoretical Benefit**

Theoretically, this study provides suggestions for creating English textbooks, particularly for those who create tasks that help students improve their English. This study could also serve as a guide for people who desire to undertake their own investigation of the English junior high school curriculum's learning objectives.

##### **2. Practical benefits**

Practically speaking, this research might be used as a resource for the task book author and instructor to comprehend the material sufficiency of the English task book created for junior high school. It can also be used as a resource by English teachers to pinpoint specific learning tasks where they need to improve their students' English proficiency. The research could serve as inspiration for task book authors as they create English task books that help students hone all aspects of their English proficiency. Additionally,

this data may help another researcher conduct research that focuses on junior high school characteristics.

### **G. Previous Studies**

Several research and development concerning English materials for junior high school students have been conducted previously. The first was the research conducted by Safitri in 2019. The purpose of this research is to provide instructional English materials for seventh graders, specifically for fundamental competencies 3.5 and 4.5 and 3.6 and 4.6 at MTs Madani Pao-Pao, supported by the 2013 curriculum and using HOTS characteristics in indicators reached. The researcher identified various issues with the textbook based on the preliminary study conducted in June 2018 and the analysis of the utilized textbook, including the adoption of an approach without a learning model. Research and development was the methodology adopted in this investigation (R&D). The ADDIE model was employed as the development model. Needs analysis, design, development, implementation, and assessment make up this process. The steps included surveying the students and assessing the basic skills used to determine the materials needed, creating a blueprint of materials that included indicators, the HOTS characteristic, and an inquiry learning model, and creating the English materials using the ADDIE model. The outcome showed that the produced core competencies 3.5 & 4.5 and 3.6 & 4.6 were appropriate to be taught to the seventh grade pupils of Junior High School as themes in English for them, based on experts' opinions as well as product development results.

The second research was the research conducted by Mahirah and Salpidata in 2018. The study's goal was to summarize the literature on the creation of English-language content. This study employed a research and development research design. The ADDIE paradigm was employed by the researcher when creating materials. Students in the seventh grade at State Islamic School (MTsN), Balang-Balang, tested the product. The questionnaire and grading criteria for the expert opinion used to validate the product were the instruments utilized in this investigation. This study's findings were summarized in three key points. Based on the findings of the need analysis in the preliminary study, the systematic arrangement of



generating Descriptive Materials dealing with the 2013 Curriculum was created first. When the implementation is complete, the systematic English teaching is appropriate with the learning activities based on the findings of the analyst and observer. Third, the expert verified the systematic content of the materials in order to confirm the entirety of the resources in a Module, and he asserted that they were appropriate for usage.

The third research regarding research and development material was the research conducted by Hikmawati and Ahmad in 2017. The preliminary study conducted in the MTsN Balang-Balang Gowa - Sulawesi found that teachers had difficulty implementing the 2013 curriculum and that pupils need easily understood resources to grasp English classes. In this regard, additional reading materials are required to finish the government-provided required texts. In order to create a fundamental module and additional resources for teachers linked to greeting and self-introduction materials generated from the 2013 curriculum, this study seeks to do the following. Research and Development (R&D) modified the ADDIE Model for this investigation (Analysis, Design, Development, Implementation, and Evaluation). The research process began with an analysis of the materials in the 2013 Curriculum's syllabus, an analysis of the needs of the students, the design of a blueprint, the development of the materials, their implementation in the classroom, and an expert evaluation of the 2013 Curriculum's materials (evaluator students book) using the expertise of the experts and criteria for analyzing student books established by National Standard. According to experts' assessments and evaluation criteria, the resources are good, well-designed, well-organized, and suitable for use by students. Additionally, it is pertinent to the 2013 Curriculum's syllabus material and meets the needs of the pupils.

## **H. Systematics of Writing**

This research will display the discussion in several chapters. The chapters will explain and describe particular topics. The systematic discussions are as follows:

1. Chapter I

Chapter I present the introduction, which consists of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies and systematic discussion.

2. Chapter II

Chapter II contains a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this study, chapter II presents the related literature about research and development.

3. Chapter III

Chapter III presents the research methodology. This chapter presents the time and place of the research, the design of the research, population and data collecting technique, the definition of operational variables, the instrument of the research, the validity and reliability of the research and the hypothesis testing.

4. Chapter IV

Chapter IV presents the result of the research. It includes the result of the need analysis, the development of the material and the expert judgement towards the result.

5. Chapter V

Chapter V presents the conclusion and the suggestion of the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Learning Media

Munadi defines learning media as "everything that can convey and channel messages from a planned source so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively". According to Arsyad describing "more specifically, the understanding of the media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. In short, the media is a tool that conveys or delivers learning messages ". Kustandi & Sutjipto concluded "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".<sup>7</sup>

The use of instructional media should get the attention of the teacher in learning activities. According to Saputro & Saputra learning media apparently follow the development of existing technology, ranging from print technology, audio visual, computer to the combined technology of print technology with computers<sup>8</sup> The media needed to overcome the existing problems. Educational Technology is a study and practice to facilitate learning and improve performance through three domains of educational technology areas: creating, managing and using, technology-appropriate processes of resources. To solve learning problems, educational technology comes with one way to facilitate learning

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<sup>7</sup> Yohana Analysis, "STUDY ABOUT LEARNING MEDIA USED IN THE EYE OF CULTURAL ARTS LECTURES ARTS IN SMP NEGERI 1 PROBOLINGGO". Thesis Final Journal (2011). <http://jurnal-online.um.ac.id/data/artikel/artikel15833BE3694EA91E602B05A40ECA7382D.pdf> (accessed 16 March 2016)

<sup>8</sup> Khrisna Huda Bagus P, Achmad Bachori, and Aurora Nur Aini, "The development of an Android-based learning media using augmented reality in the material of building space horizontal side "journal of mathematics and science education <https://journal.uny.ac.id/index.php/jpms/article/view/20551/pdf> (2018)

and improve performance through creating domains. In the related field, creating refers to research, theory, and practice in the making of learning materials, learning environments, and learning systems in different settings including formal and non-formal ones.<sup>9</sup>

The media in learning serves to clarify the message conveyed by the teacher. The media also functions as a teaching aid. The media makes it easy for students to learn, provide concrete experiences, attract attention, activate the senses of students, and awaken the world of theory with reality. But in teaching and learning activities, gurut not always able to bring students to the object that actually happened or vice versa, then the media is needed to help the teacher in learning. Learning media functions to present objects that cannot be seen directly by students or objects that are too micro to be seen directly, for example enlarging small objects, presenting events that are far away, complex, complex, which take place very quickly or slowly, becoming more systematic and simpler.<sup>10</sup>

The use of media in learning can help educators with limited information and limited class hours. The media functions as a source of information on learning material as well as a source of practice questions. The quality of learning is also influenced by individual differences in students, both differences in learning styles, differences in cognitive abilities, differences in learning speed, and differences in backgrounds.<sup>11</sup> Rossi and Breidle stated that learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers, magazines and so on. Ali stated that the use of computer-aided

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<sup>9</sup>A Kristanto, Mustaji, A Mariono, Sulistiowatiand D W Nuryati ibid p.2

<sup>10</sup> Rosita Primasari, Zulfiani Zulfiani, Yanti Herlanti. "THE USE OF LEARNING MEDIA IN MADRASAH ALIAH NEGERI SE-SOUTH JAKARTA". (2014) <http://journal.uinjkt.ac.id/index.php/edusains/article/view/1101> (accessed 30 July 2017)

<sup>11</sup> Resti Yektyastuti and Jaslin Ikhsan "the development of an Android-based learning media on solubility material to improve the academic performance of high school students' (2016) IPA educational innovation journal, <http://journal.uny.ac.id/index.php/jipi> (accessed 13 December 2016)

learning media has a significant influence on the attractiveness of students to learn the competencies being taught.<sup>12</sup>

The development of science and technology is increasingly encouraging renewal efforts in the use of technological outcomes in the learning process. Teachers are required to be able to use tools that can be provided by schools. The teacher can at least use inexpensive and efficient tools which, although simple, are imperative in the effort to achieve the expected teaching objectives. Besides the teacher is able to use the tools available, the teacher is also required to be able to develop skills in making instructional media that will be used if the media has not available. For this reason, teachers must have sufficient knowledge and understanding of learning media. Learning media is one important component of learning resources. The existence of learning media also determines the success of learning. According to Sadiman et al. Learning media are communication tools used to convey messages or learning materials. In addition, learning media is useful for attracting students 'interest in learning material and increasing students' understanding of the material presented.<sup>13</sup> Some of the above understanding can be concluded that learning media is a tool used in learning to facilitate educators in conveying or transferring knowledge.

## 2. Material Development

There are some ideas regarding the development of materials. The first is according to Tomlinson, who claims that material development refers to anything done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake.<sup>14</sup>

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<sup>12</sup> Muhamad Ali, "Development of Interactive Learning Media for Electromagnetic Field Courses," *Journal of Education @ Electro*, Vol. 5 No. 1 (2009), <http://journal.uny.ac.id/index.php/jee/article/view/348> (accessed February 17, 2017).

<sup>13</sup> Nisfatun Nuroifah dan Bachtiar Syaiful Bachri, "Pengembangan Media pembelajaran berbasis aplikasi android materi sistemekspresisiswakelasXIsmaNegriIdawarbladongmojokerto".(2015)<https://jurnal.mahasiswa.unesa.ac.id/index.php/jmtp/article/view/12074>

<sup>14</sup> Tomlinson, Brian. 2001. *Materials Development in Language Teaching*. United Kingdom:Cambridge University Press.

To put it another way, this is the provision of information about and or experience of the language in a way designed to promote language learning. Authors of teaching materials may create textbooks, tell tales, display advertising in the classroom, convey their opinions, offer examples of language use, or read aloud poetry.

Based on those explanations, materials development is both a field of study and a practical undertaking. as a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials.

Talking into consideration the research the writer takes, she can definitely come to the agreement that there should be certain guidelines to follow in order for things to take place in the right and proper way when referring to creation of materials for students learning development. the main purpose of material development is to make language to be effectively learned. Here are the basic principles suggested by Tomlinson in the authentic material development:<sup>15</sup>

- a. Material should achieve impact . It can acieve though novelty (unusual topic, illustration and activities), variety(using many different text types taken from many different types of sources) and attractive presentation (use of attractive colors).
- b. Material should help learners to feel at easy relaxed and comfortable students apparently can learn more in shorter periods of time.
- c. Materials should help learners to develop confidence it can also help if the activities encourage learners to use and to develop their existing extra, linguistic skills, such as those which involve being imaginative, being creative or being analytical.
- d. Material should be perceived by learners as relevant and useful. it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to know learner interest and to “real live” tasks which the learners need or might need to perform in the target language.

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<sup>15</sup> Tomlinson, Brian. 2007. *Materials Development in Lnguage Teaching*. United Kingdom:Cambridge University Press.

- e. Material should require and facilitate learner self- investment. Material can help the learners to achieve self-discovery by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities
- f. Material should expose the learners to language in authentic use material can stimulate exposure to authentic input through the activities they suggest.
- g. Material should provide the learners with opportunities to use the target language to achieve communicative purposes. Ideally teaching material should provide opportunities for such interaction in a variety of discourse model ranging from planned to unplanned.
- h. Material should take into account that the positive effects of instruction are usually delayed.
- i. Material should take into account that learners differ in learning style.
- j. Material should take account that learners differ in affective attitudes.
- k. Materials should permit a silent period at the beginning of instruction.
- l. Material should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- m. Materials should not rely too much on controlled practice.
- n. Materials should provide opportunities for out come feedback.

From the explanation above, it can be concluded that materials are anything used in the teaching and learning process to facilitate the acquisition of new knowledge to take place. In order to be affective learning materials, they should cover at least three principles namely taking into account the impact towards students, considering the teachers' factors, and suporting instructional and classroom practices in different educational settings.

As an essential process of material development, we must also imagine a variety of optimal pathways and feedback loops which make the whole process both dynamic and self-regulating. These then will allow us to deal in a concrete way with clues to



their improvement., both during the writer and after their use. Tomlinson stated the process of material development as follows:<sup>16</sup>

- a. Identification  
It is done by the teacher or learner(s) of a need to fulfill or a problem to solve by the creation of materials.
- b. Exploration  
It is the exploration of the area of need / problem in terms of what language what functions, what skills etc.
- c. Contextual realisation  
It is the contextual realisation of the proposal new materials by the finding of suitable ideas, contexts or texts with which to work.
- d. Pedagogical realization  
It is the pedagogical realization of materials by the finding of appropriate exercises and activities and the developing of appropriate instruction to use.
- e. Physical production.  
In physical production of materials, involving consideration of layout, type size, visuals, reproduction, tape length etc.
- f. Use.  
In this course, the students use the materials in accordance with the theme taught.
- g. Evaluation.  
Evaluation of materials against agreed objectives.

From the explanation above, it can be concluded that developing materials are important because they can significantly increase student achievement by supporting their learning. This process aids in the learning process by allowing students to explore the knowledge independently as well as providing repetition.

Good language learning task then involve the wise use of existing knowledge and above all an intellectual challenge (in both content and content and processes) for students: involve interaction, appeal to students' imagination and expand their interests, develop confidence and provide a sense of achievement and enjoyment, and contribute to learners' ever- developing

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<sup>16</sup> Ibid

communicative and learning series. According to the Australian language level guidelines the material was developed in six activity- types :

- a. Interacting and discussing.
- b. Interacting and deciding / transacting.
- c. Obtaining information and using it.
- d. Giving information
- e. Personal response.
- f. Personal expression.

Another system of task – types focuses on higher order thinking skills: enquiring, interpreting, presenting, problem solving, performing, creating, designing, composing, judging, evaluating and responding. While the types of tasks given in Tomlinson revert to as :

- a. Pedagogic task according to Nunan<sup>17</sup>

We can find five kinds of pedagogic tasks. They are:

- 1) Information – gap activity, which involves a transfer of given information from one to another – or from one form to another, or from one place to another- generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and effort to take it verbally to the other.
  - 2) Reasoning – gap activity, which involves developing some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. An example is deciding what course of action is the best (for example cheapest or quickest) for a given purpose and within given limitations.
- b. Real-world tasks
- Activities like the following generally have the potential to become effective tasks.

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<sup>17</sup> Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

- 1) Listing and brainstorming which you call list people, places, things, actions, reasons, everyday problem, things to do in various circumstances; ordering and sort notes or headlines to longer texts.
- 2) Matching which you can match captions / texts/ recorded extracts to pictures; short notes or headlines to longer texts.
- 3) Comparing which you can find the similarities and differences. Comparison tasks can be based on two quite similar texts or pictures or places or events that learners have experience of. Learner can also compare their own work with of another or another pair or group.
- 4) Problem – solving which textbook often contain activities based on common problem – pollution, relationships, noisy neighbours and so on. But sometimes problem – solving tasks are over too quickly- learners agree on the first solution that comes to mind, using minimal language.
- 5) Sharing personal experiences and story telling. Activities where learners are asked to recount their personal experiences and tell stories are valuable because they give learners a chance to speak for longer and in a more sustained way. And it is sometimes we often do in real – live.

The value of tasks exists in fact that represent a meaningful, integrative, purposeful, contextualised piece of work. Building on this value tasks may be grouped in different ways to confirm a comprehensive range and variety of experiences of learners. These groupings are called task-types. The most frequently used way of categorising tasks is according to the four macroskills: listening, speaking, reading and writing.

### **3. Standards in Curriculum 2013**

Based on Indonesian Government Regulation No. 32 Year 2013 the eight (8) Indonesian National Education Standards are as follows:

#### **a. Competency Standards**

Competency Standards are the criteria for qualifying graduate capabilities in attitudes, knowledge, and skills. The ability qualification of attitudes is behavior that reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible in

interacting effectively with the social and natural environment in a range of socially and presence. The ability qualification of knowledge is have factual knowledge, conceptual, and procedural knowledge in science, technology, art, and culture with insight into humanity, national, state and civilization-related phenomena and the visible events. The ability qualification of skills is have the ability to think and follow an effective and creative in the realm of the abstract and the concrete in accordance with the studied schools and other similar sources.

**b. Content Standards**

Content Standards are the criteria regarding the scope of the material and the level of competence to achieve the competencies of graduates in certain levels and types of education. The core competence in the seven grade of Junior High School is divided into four as follows:

- 1) Respect and appreciate the teachings of their religion.
- 2) Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), polite, confident, in interacting effectively with the social and natural environment in a range of socially and existence.
- 3) Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and real events.
- 4) Tries, processing, and presenting in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same viewpoint / theory.

The basic competence in the seven grade of Junior High School are divided into four groups according to the grouping of the following core competencies:

- 1) The group 1 : group of basic competence of spiritual attitude in order to describe the core competency 1;
- 2) The group 2 : group of basic competence of social attitudes in order to describe the core competency 2;

- 3) The group 3: group of basic competence of knowledge in order to describes the core competency 3; and
- 4) The group 4: group of basic competence of skill in order to describe the core competency 4.

**c. Process Standard**

Process Standard is the criteria regarding the implementation of learning in the educational unit to achieve Competency Standards.

The process standards of curriculum 2013 are as follows:

- 1) From learners are given out to the students to find out.
- 2) From the teacher as the sole source of learning into a learning-based a variety of learning resources.
- 3) Textual approach to the process as strengthening use a scientific approach.
- 4) From content-based learning to the learning-based competence.
- 5) From learning partial towards integrated learning.
- 6) From learning that emphasizes a single answer to the truth of learning with multi-dimensional answer.
- 7) From verbal learning skills applicable to the enhancement and the balance between the physical skills (hard skills) and mental skills (soft skills).
- 8) Learning that promotes acculturation and empowerment of students as lifelong learners.
- 9) Learning to apply the values to give exemplary (ing ngarso sung tulodo), willingness to build (ing madyo mangun karso), and develop the creativity of learners in the learning process (tut wurihandayani).
- 10) Learning takes place at home, at school, and in society.
- 11) Learning to apply the principle that anyone who is a teacher, who are students, and is a class anywhere.
- 12) Utilization of information and communication technologies to improve efficiency and effectiveness of learning; and
- 13) Recognition of differences in background individual and cultural learners.

Related to the above principle, developed a standard process includes learning process planning, learning process

implementation, learning outcomes assessment, and learning processes monitoring. In accordance with the Competency Standards, learning objectives include the development of attitudes, knowledge, and skills realm elaborated for each educational unit. The third realm competence has a different trajectory acquisition (process psychological). The attitude gained through activity “receiving, run, respect, appreciate, and practice”. *Knowledge* obtained through the activity of “remembering, understanding, applying, analyzing, evaluating, and creating. Skills acquired through 5 activities. They are:

1) Observing

It includes activities (reading, listening, scrutinizing, and watching). These are intended to develop student’s attitude such as seriousness, thoroughness, and curiosity in looking for information.

2) Questioning

This covers raising questions about the information. The students do not understand from what is observed or requests for additional information about what is observed.

3) Gathering information or experimenting

It includes doing experiments, reading references other than textbooks, observing objects or events, or conducting interviews with resource persons.

4) Associating or information processing

It covers processing information gathered before (information and observation).

5) Communicating

It covers some activities (delivering observation, presenting the conclusion verbally or written form).

Competence characteristic and the difference of course achievement also affect the characteristics of the standard process. To strengthen the scientific approach (scientific), integrated thematic (inter thematic lesson), and thematic (in some subjects) need to apply learning based disclosure / research (discovery/ inquiry learning). In order to encourage the learner’s ability to produce work of contextual, either individually or in a group then it

is highly recommended to use learning approach that results in work-based problem solving (project based learning).

**d. Teachers and Education Personnel Standards**

Teachers and Education Personnel Standards are the criteria and eligibility of the Pre-service education and mental, as well as inservice education. Ideally, the English teaching and learning process in these classroom interactions among student-student and studentlecturers can be carried out efficiently, although there may be some hindrances to face.

**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.

**g. Education Funding Standards**

Education Funding Standards is the criteria standard components and the cost of operating the educational unit that is valid for one year.

**h. Education Assessment Standards**

Education Assessment Standards are criteria regarding the mechanism, processes, and learning outcomes assessment instruments students.

#### 4. Module

The module according to Rosa "Modules are teaching materials that can be used by students to study independently with minimal help from others." The module as a teaching and learning package deals with one unit of instructional material. With the module students can learn individually to reach the stage of completion (mastery). Students cannot continue the next lesson before reaching the end and through the module, students can control the ability and intensity of learning.<sup>18</sup> Heinich, et.al. The basic components in the presentation of modules, namely a) students are explained the overall contents of the module and explanation of why students need to learn with the module, b) it is presented the purpose to explain to the students the things that are obtained after the students learn the module, c ) it is used a variety of media to engage students actively, d) it has different methods and media to increase student appeal, e) self-evaluation, f) final module tests.<sup>19</sup>

Among various individual learning methods, module assisted teaching can be considered the most recent method that combines the benefits of other individual learning methods. Using module can be interpreted as general patterns use of modules in teaching and learning activities to achieve predetermined learning goals.<sup>20</sup> Dimopoulos, D.I research proves that the use of modules is able to accommodate students'abilities and positively influence students' cognitive and affective abilities. Modules are able to accommodate students' abilities by utilizing learning time to be more efficient so that educational goals are achieved.<sup>21</sup> Cooper, S. & Hanmer, B.State that: 1) the module makes students better understand a concept that must be investigated and analyzed in the classroom so that the teacher can identify students' difficulties and understanding, 2) the module can

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<sup>18</sup>Zulherman "Physics Module Design of Wave Subject for Secondary School" p.145

<sup>19</sup> Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2005). "Instructional technology and media for learning. New Jersey, Columbus. *MULTI MEDIA PEMBELAJARAN*" p.141.

<sup>20</sup>Ratih Kusumawati, Akhmad Nayazik "Developing Mathematics Learning Strategy Module" *Based on Journal Review* " p.112

<sup>21</sup>Dimopoulos, D.I. (2009). Planning Educational Activities And Teaching Strategies On Constructing a Conservation Educational Module. *International Journal of Environmental& Science Education*,4(4), 351-364.



facilitate interaction between students and encourage the formation of cooperation both in small groups, 3) learning activities become more fun. The results of this study also reveal the weaknesses of the module which is not effective if applied in large classes, because it requires a long time in the learning process.<sup>22</sup>

From the data above. It can be concluded the module is a medium to support existing teaching materials, for provides opportunities for students to learn independently with concepts explained in the module, and can improve student competence, and for foster student enthusiasm. In teaching activities, educators have many choices of teaching media. This media is a tool for teachers to be able to convey material properly and correctly. Namely coherent, easy to understand, and also conveyed clearly. One of the teaching media commonly used by teachers, especially teachers from among teachers, is the learning module. The definition of a module is simply defined as a form of teaching resource. Modules are compiled by a group or individual learning, which is then arranged in a neat systematic manner. Furthermore, it will be printed, the printed results are then used as a guide for the teaching staff as well as for the students. The existence of this learning module then allows the whole class to continue to learn. Even though the teacher teaching in the class cannot fill in for one reason or another. So that learning activities can still run.

Through the explanation above, it can also be seen that the learning module has the same meaning as a learning medium that replaces the teacher or teaching staff. Because it contains all learning material within the scope of educational institutions. Students can also rely on the information in the module to understand material after material at school without having to find the source themselves. Through the explanation of the understanding of the learning module above, it can be seen that the learning module has several functions. This is in line with what was conveyed by Prastowo which explains the understanding of the learning module as a form of teaching material which then has four functions. These functions are:

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<sup>22</sup>Cooper, S. & Hanmer, B. (2006). Problem-SolvingModule in Large Introductory Biology Lectures Enhance *Student* understanding. *The American Biology Teacher, Pro Ques Journal*,68(9), 524-529.

1) Substitute for the teaching staff.

The first function of the learning module is to replace the teaching staff, namely teachers. Meanwhile, the teacher's function in the classroom is to convey learning material well so that it is easy for students to understand. This means that the education module should be able to replace that role properly. The content should also describe the material in a complete, clear, structured manner, and of course it is easy to read and understand by students who are learning independently.

2) Independent Teaching Materials.

The second function of the learning module based on the explanation of the meaning of the learning module above is to become an independent teaching material. The material that is written clearly in the module becomes the provision for students to learn. So that students no longer depend on the teacher to be able to get a detailed explanation of a learning material. This helps students learn independently, which is interestingly encouraging their creativity. It is hoped that the learning module will be able to provide this function so that more students can learn independently. In order to be more creative and lighten the workload of teachers so they can focus on becoming professional and quality education personnel.

3) Become an Evaluation Tool.

Basically, the module does not only contain learning material that is very likely to be studied independently by students who receive it. But it also functions as a medium for evaluating learning. So that with this learning module, each student can understand that his ability has improved or not. Can also find out if there is a decrease in understanding of the material, which of course needs to be addressed immediately.

4) Become a Reference Material.

The content of the learning module according to the explanation of the definition of the module above also makes it function as a reference material. It is said so because in the learning module you will find additional explanations and information. So it is very suitable to be used as reference material when looking for

information related to the material in the module. This means that the module has quality and credible content.

So that the contents are facts and can be proven, which then makes it a reference material that is also credible or trusted. This will help each teacher and student to find additional material and references when they need it. The preparation of a learning module should follow the understanding of the learning module itself. So that it can fulfill the various characteristics that are characteristic of the learning module. This then has an impact on the function of the learning module which can be fulfilled properly. So as to encourage independent learning activities among students, and reduce the level of their dependence on the presence of teachers in the classroom.

#### 1. Owned Characteristics

In order to make it easier to re-understand the definition or understanding of a module, you can get to know the unique characteristics of the learning module. In general, these characteristics include:

#### 2. Self Contained

The first characteristic of the learning module is self contained, which means that the content of the module includes all learning material that comes from one competency unit

#### 3. Stand Alone

The second character of this learning module is stand alone, which means that the module can be used as a learning resource that can stand alone. So that it does not need and is not influenced by other learning media.

#### 4. Self Instructional

A learning module must also have self-instructional characteristics. Where the owner or recipient of the module can carry out learning activities independently, either with or without teacher guidance

#### 5. User Friendly

The arrangement of the learning module should also be made user friendly so that it is in accordance with the meaning of the module itself, as a learning medium. Where the learning media must be easy to understand, use, and use as widely as possible.

Because there are times when students will study this module without the assistance of a teacher. If it is not user friendly, it will complicate the student's independent learning process.

#### 6. Adaptive

Learning modules that are arranged should also have adaptive characteristics, namely being able to adapt to the times. So that the knowledge that is included or written in it is never said to be obsolete. This is the reason why the learning module is always replaced every year or even every semester. Because to keep up with the latest scientific developments.

#### 7. Consistency

The next character of understanding the learning module as a whole is consistency. The consistency meant here is from a technical point of view. If using the letter A then so on until the end of the page it is necessary to use the letter A. This also applies to spacing and also the layout of the preparation of the content of the learning module.

The characteristics mentioned above will determine the structure of the writing down to the arrangement of each chapter in the learning module. So that it is systematic which then makes it easy to understand and at the same time can be distinguished from other types of writing. From the data above. It can be concluded the module is a medium to support existing teaching materials, for provides opportunities for students to learn independently with concepts explained in the module, and can improve student competence, and for foster student enthusiasm.



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