



Designing an English Speaking Module for 10th Grade on Descriptive Texts with a Project-Based Learning Framework at SMAS Cerdas Bangsa

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ARTICLE INFO	ABSTRACT
Article history: Received Accepted	<p>This study aimed to develop a project-based learning module for speaking descriptive text at SMAS Cerdas Bangsa using the Research and Development (R&D) Method. The R&D process included six stages: information gathering, data analysis, module design, expert validation, revision, and final product development. Data were collected through interviews with an English teacher and student questionnaires to identify needs, wants, deficiencies, and current teaching methods. The module was designed based on these insights and validated by two experts, leading to revisions. The final English speaking module was created and concluded to be effective for teaching descriptive text. Validation scores averaged 93.75% across content (93%), presentation (94%), language (93%), and layout (95%), classifying the module as very good. It is recommended for use in Senior High School English classes, particularly for teaching descriptive text.</p>
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INTRODUCTION

The Merdeka curriculum has designed teaching tools for teachers to conduct learning activities comprehensively and systematically. One of the teaching tools in the Merdeka Curriculum is the teaching module (Modul Ajar). The teaching module is one of the teaching tools containing a lesson plan, and module (materials) to guide the learning process, ensuring that learning activities achieve learning outcomes. Maipita (2021) mentioned that the teaching module of the Merdeka Curriculum is considered an essential tool for implementing new modes of learning.

Tjiptiany (2016) stated that a module is a systematically and attractively arranged teaching material that contains content, model, methods, and evaluations that can be used independently. The module is designed to cater to the needs of learners in their different developmental phases and is structured around clear learning objectives (TP). Andriadi (2018) mentioned that a module should contain at least all the essential components of the teaching material.

In Senior High Schools, there are various text types that students need to master as part of their learning material. One such text type is descriptive text. According to Gerot (1995), descriptive text is intended to describe a particular person, place, or object. The general structure of a descriptive text includes identifying the phenomena that characterize the parts, qualities, characteristics, and functions of language. In simpler terms, descriptive text is used to describe the quality, parts, and characteristics of something that can be seen, smelled, or felt (Oshima, 2007). Students need to understand descriptive texts, as it is stated in the Senior High School ATP.

In the module, the teaching model is a crucial element (Privana, 2021). Privana (2021) stated that a module contains the materials, teaching model, and learning objectives flow. One of the teaching models is Project Based Learning. Project-based learning is a teaching model that emphasizes task assignment in the form of projects. According to Thomas (2000) cited in Hasanatul et al. (2020), this approach takes students through an exploratory process. It requires a whole class or small student group to take responsibility for their decisions. Nation (2008) argued that project-based learning is an effective way to develop students' critical thinking and problem-solving skills, and it provides them with experience in applying these skills to real-world situations. Additionally, project-based learning aims to equip prospective teachers with the necessary information, skills, and attitudes for a sustainable environment. Through effective environmental education methods, significant steps can be taken toward achieving a sustainable environment.

Based on the preliminary data, it was found that grade 10 has applied Curriculum Merdeka in the class. The material in the module that was used by the teacher was inappropriate. The teacher still used a module for the K13 curriculum which there were no appropriate speaking materials for each element such as speaking, viewing, and presenting based on the learning outcome of the Merdeka curriculum. As a result, the module was not based on the needs, wants, and lack of the students. The researcher also did an observation to gather the data. The researcher found that the English teacher still uses the teacher-centered model in teaching English. The teacher only focused on giving tasks to the students and explaining more materials. Students only answered the questions from the texts, which meant it would not improve students' speaking ability, and students would feel bored. As a result, almost all of the students obtained scores below 70. It served as empirical evidence that they failed to get the minimum passing grade (KKM)

In line with the problems, a module must be developed for the Merdeka Curriculum and use the teaching model of Project Learning. Using Project Based Learning would make students practice their speaking skills. Project Based Learning would be more effective and efficient because it gives students encouragement and expertise to develop and create notions in a project.

METHOD

This study was conducted based on the educational research and development (R&D) method by Borg and Gall's technique. The data obtained in this study were the result of observation of the students' worksheet used, transcript interview of the teacher, syllabus, and teaching module. ATP, CP. Also, supported by questionnaires that were distributed to the students and the validation sheets to experts.

The sources of data in this study were an English teacher in tenth grade at SMAS Cerdas Bangsa, students at SMAS Cerdas Bangsa, and experts. This study involves a class of grade science class that consists of 30 students. The reason why the researcher chose this class was because the project-based learning model still did not apply in this class.

FINDINGS

Based on the data analysis of the students' need, lack, and want. The researcher found several findings.

The data and information were acquired by observation at SMAS Cerdas Bangsa and through an interview with the English teacher. The results suggested that teacher used printed k-13 modules and there were no appropriate materials for students' majors. The teacher still used the teacher-centered model in teaching English. It was not unusual for teachers to employ learning models to stimulate student learning. The teacher used the printed module 2013 curriculum-based "Bahasa Inggris Kelas 10" by the Indonesian Ministry of Education to deliver topics. There was no book for the Merdeka curriculum and no appropriate speaking material of the descriptive text.

The student's primary goal in learning English is to pass the exam (33.3%) and master in

English (internationally) (46.7%). Furthermore, the students need expanding vocabulary (33.3%), and speak fluently in English (43.4%) for their speaking materials. Based on the need analysis, most of the students had a lack of speaking skills (46.7%). The rest of the students felt they lacked confidence when speaking English (40%), and they had limited vocabulary (23.4%) The students want to use learning from a project (46.7%). They wanted to have collaborative project creation (46.7%). The material that the students want to understand is describing things (43.3%).

Furthermore, in the teaching-learning model, the students also wish they could have group learning (33.3%). 50% of students want to learn describing things as the categories of descriptive text. The students (50%) want to acquire materials about describing things. Most students wanted the module should contain structured learning from a project (53.3%). The students wanted to have a project-based learning model. Furthermore, the students wanted a project that would present a describing of an object in the module (46.7%). Most students (56.6%) wanted to do project and speak in groups, while (26.7%) of students wanted to learn in pairs. The rest of the students (16.7%) wanted to have speaking activity and do project individually. This finding indicated a need for module that enable students in the classroom to learn by project based learning of describing things is in groups.

Table 1. Total Validation Scores

No	Items Assessed	Experts		Percentages (%)	Criteria
		I	II		
1	Content	4.5	4.8	93	Very good
2	Language	4.5	4.8	93	Very good
3	Presentation	4.4	5	94	Very good
4	Layout	4.7	4.8	95	Very good
Total Scores		18.1	19.4	375	
Scores		4.5	4.8	93.75	Very good

The average score from the experts was 93.75%, and it was categorized as Very Good. Thus, the final draft of the developed English speaking module as teaching materials Descriptive Text was valid and appropriate to be used as teaching for grade tenth science at SMAS Cerdas Bangsa.

This study aimed to identify the needs of tenth-grade students at SMAS Cerdas Bangsa and develop a new project-based learning module to enhance their speaking skills in descriptive texts. Data were gathered through curriculum observation, student questionnaires, and interviews with an English teacher. The needs analysis revealed that students preferred learning through project-based activities, which motivated them and helped them practice speaking more effectively. The students expressed a desire to improve

their grammar and opinion expression.

The second step involved analyzing the data collected from observations, questionnaires, and interviews. This analysis provided insights into students' identities, needs, problems, and learning interests, particularly in speaking skills. The results guided the creation of the module, which aligned with the learning outcomes, objectives, and existing teaching materials.

The final stages included designing and validating the module. The module was developed according to the students' needs and validated by experts using a questionnaire adapted from BSNP, covering content, language, presentation, and design. The evaluation scores averaged 4.7 out of 5, indicating that the module, titled "Developing English Speaking Module of Descriptive Text Based on Project-Based Learning for Tenth Grade Students at SMAS Cerdas Bangsa," was rated as "Very Good."

CONCLUSION

After collecting data and analyzing it, the conclusions were drawn as follows, the English-speaking module was designed by fitting the resources based on a project-based learning model and students' requirements. The need analysis was conducted on February 21st, 2024, at SMAS Cerdas Bangsa, with 30 students in the tenth grade (science) that were being given a need analysis questionnaire. Then, the information was examined. After that, the new English-speaking module was produced.

Next, the module was validated by utilizing expert judgment by two experts to see the inadequacies or items that had been missed so that the researcher could update it. The average score given by the expert was 4.5 and 4.8, or 93.7 percent. The score demonstrated that the module was legitimate and appropriate for students in teaching speaking of descriptive text for grade tenth (science) at SMAS Cerdas Bangsa. After the English Speaking Module has been built, the students may learn and read the module. Based on those findings mentioned, it was concluded that the English Speaking Module could be one of the recommended tools in developing students' materials, particularly in speaking descriptive text.

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