

DEVELOPING ENGLISH LEARNING MODULE IN STATE ELEMENTARY SCHOOL 056005 LANGKAT REGENCY

Frisilla Sembiring, Elisabeth Ruthana Lasmaria Sinaga

Dosen Universitas Quality Berastagi

Surel : friscillasembiringkeloko@yahoo.com

Abstract : Developing English Learning Module in State Elementary School 056005 Langkat Regency. The purpose of this research is to develop learning modules for students grade V. This research is categorized into the type of research development (research and development) by using Borg and Gall teaching material development model. Development research is oriented towards product development where the development process is described as thoroughly as possible and the product is finally evaluated. This research was conducted at SDN 056005Gohor Lama Grade V. Subjects in this study are the students of grade V of SDN 056005 Gohor Lama (Experiment) amounted to 20 students and grade V of SDN 050701 Hinai amounted 25 students (Comparator). The results of this study are developed teaching materials have met the Valid criteria. It can be seen from the results of validation of teaching materials conducted by the three validators declared social science materials of social skills based developed by researchers quite well, this is based on the assessment of the three validators for the design aspect the average the Mater aspect in stage I the average score is 60% and proceed to stage II the average score is 80%, and the last for the language aspect in phase I the average score is 40% then proceed to stage II with the average score is 84%. Teaching materials developed have met the practical criteria seen from teacher questionnaire results which reached 92% percentage. The use of learning materials based on social skills can improve student learning outcomes, the results obtained if you see the results of pre-test and postes where the class Experiment completeness of students reached 45% then at posttest increased to 70%. The result of pretest in comparison class student reach 54% then at the time of postes mask student reach 80%.

Keywords : English Learning Module, , Elementary School

Abstrak : Pengembangan Modul Pembelajaran Bahasa Inggris di Sekolah Dasar Kabupaten Langkat tahun ajaran 2019/2020. Tujuan dari penelitian ini adalah untuk mengembangkan modul pembelajaran untuk siswa kelas V. Penelitian ini dikategorikan ke dalam jenis pengembangan penelitian (penelitian dan pengembangan) dengan menggunakan model pengembangan bahan ajar Borg and Gall. Penelitian pengembangan berorientasi pada pengembangan produk di mana proses pengembangan digambarkan selengkap mungkin dan produk akhirnya dievaluasi. Penelitian ini dilakukan di SDN 056005 Old Gohor Kelas V. Subjek dalam penelitian ini adalah siswa kelas V SDN 056005 Old Gohor (Eksperimen) berjumlah 20 siswa dan grade V SDN 050701 Hinai berjumlah 25 siswa (Pembanding). Hasil penelitian ini adalah bahan ajar yang dikembangkan yang telah memenuhi kriteria Valid. Hal ini dapat dilihat dari hasil validasi bahan ajar yang dilakukan oleh ketiga validator yang mendeklarasikan materi ilmu sosial berdasarkan keterampilan sosial yang dikembangkan oleh peneliti dengan cukup baik, hal ini didasarkan pada penilaian ketiga validator untuk aspek desain rata-rata aspek Mater pada tahap I skor rata-rata adalah 60% dan melanjutkan ke tahap II skor rata-rata adalah 80%, dan yang terakhir untuk aspek bahasa pada fase I skor rata-rata adalah 40% kemudian melanjutkan ke tahap II dengan skor rata-rata adalah 84%. Bahan ajar yang dikembangkan telah memenuhi kriteria praktis dilihat dari hasil angket guru yang mencapai persentase 92%. Penggunaan materi pembelajaran berdasarkan keterampilan sosial dapat meningkatkan hasil belajar siswa, hasilnya diperoleh jika Anda melihat hasil pre-test dan posttest dimana kelas Eksperimen siswa mencapai 45% kemudian pada posttest meningkat menjadi 70%. Hasil pretest

pada siswa kelas perbandingan mencapai 54% kemudian pada saat posttest siswa topeng mencapai 80%.

Kata Kunci : Modul Pembelajaran Bahasa Inggris, Sekolah Dasar

INTRODUCTION

The current era of globalization requires a nation to improve its quality, both in the economic, political, social, educational and cultural fields. The main problems that challenge developing countries like Indonesia in the framework of accompanying the recovery of globalization are how to develop and improve human resources. Learning done effectively in learning English has not been effective in getting students to be active in further learning in delivery by educators as well as not being attractive and not providing a stimulus that can encourage students to learn to think, be creative and be responsible. Submission of subject matter is conveyed in the conventional way through the lecture method and recorded. Students need to be discussed by way of delivery when listening to the teacher's explanation. Teachers are less creative in applying learning models. The teacher only uses books in the subject matter. Learning teaching and learning process is less active because students do not pay attention to the material delivered by the teacher.

Based on observations obtained that the school actually has provided textbooks, but the material taught is not in accordance with the basic competencies of students as well as being dominant in cognitive and less contextual aspects. Furthermore, based on the results of interviews of students themselves the package books provided are already unfit for use because they have been damaged and some pages have been lost, one of the efforts made by students is to copy a package book or take notes, but not all students make these efforts. Also when the learning process occurs, some students are busy going in and out of class, talking to their friends, busy tugging at their friends' books and

sometimes laughing loudly. So based on the above problems it can be concluded that activities related to student learning activities need to be improved to overcome this, the researcher will develop his own teaching materials module according to the needs of his students.

The Ways to overcome the problem of learning English in the classroom in an effort to achieve the objectives of the curriculum in accordance with the characteristics of English subjects by developing learning modules in elementary schools. English teachers in elementary schools still need supplement modules that are suitable for students' fields of study as a complement to the material in the 2013 curriculum package book recommended by the Ministry of National Education. The development of this English learning module is focused on the skills of the fifth grade elementary school students to complete the textbooks from the Ministry of National Education so that the acquisition of English language skills is in accordance with the competencies of life skills of students

Teaching materials can be modules. Learning by using modules is one of the learning models that can accommodate the needs of students independently. Djohani and Irfani (2005: 1) suggested that "the module developed is an instrument of trainers / facilitators compiled based on a curriculum of teaching materials so that they become good learning steps." The learning tools in the form of modules developed are teaching materials written so that learners can study on their own with or without a teacher. Because of its "self instruction" module, it can be used as a substitute for the teacher's function. The modules that are developed contain about the basic components of teaching

material character and the ability of students to learn differently, so that not all students can be served their needs individually

RESEARCH METHOD

This research is a research and development (R & D). This development research aims to develop English learning modules. The intended module development is teaching material in the form of modules for learning English.

Based on the purpose of the study, the population in this study was the fifth semester students of SDN 056005 Gohor Lama, Langkat Regency, North Sumatra. The time of the study will be conducted in January 2019.

The stages of this development follow the steps below (1) preliminary studies and data collection, (2) planning, (3) developing initial products, (4) limited trials, (5) conducting revisions to the main products, (6) conducting field tests, (7) conducting revisions to operational products, (8) conducting operational field tests, (9) revising final products, and (10) disseminating and implementing products.

The Development Stage The ten steps of the Borg & Gall model can be grouped into 4 (four) steps, namely: (a) introduction, (b) development, (c) field testing, and (d) dissemination. Validation data obtained from experts are analyzed to then if there are still validation criteria that have not been met then a revision will be made. The next step is a limited trial by providing teaching materials in the form of printed modules to partner teachers, English language supervisors, peers and students. Field trials conducted on students whose numbers are larger, the aim is to find out whether the product produced has met the readability criteria. The trial data is analyzed to find out whether the product still needs to be revised or not. In addition to the above

procedure, the data collection in this study was through a post-test design

This research was conducted at SDN 056005 Gohor Lama Class V SD., When the research will be conducted in April to July 2019. Subjects in this study were students of grade V SDN 056005 Gohor Lama, Langkat Regency, North Sumatra. The reason researchers chose this school was because: (1) At SD Negeri 056005 Gohor Lama, no one had ever done research on the development of learning modules; (2) The teacher does not yet have a Learning Module that uses itself to be applied in the learning process especially in subject English;

The Data collection methods aim to obtain research data that are tailored to the research variables. The data collection techniques used in this study are: Questionnaire, Interview, Test. This study uses an open questionnaire that is a questionnaire given to students and English teachers aims to provide opportunities for them to answer in their own sentences (description). Researchers also use interview techniques. Some things that were the focus of the interview included expectations about an instructional material, difficulties in learning English, and matters relating to weaknesses and strengths contained in the existing modules. The test is given to class V which is the subject of research both pre-test (before using the module) and post-test (after using the module). The form of the test used is a written test (multiple choice test) and a performance test (performance). By using this test it is expected to know the potential effects of student learning outcomes. The test uses a formula; $\text{Score} = \frac{\text{The number of scores that can be divided by the maximum score at times}}{100\%}$

DISCUSSION

Producing this learning module using research and development (R&D)

methods. Based on the development procedures that have been put forward the development of learning modules is carried out in several stages of development to produce the final module of research, namely: (1) preliminary studies and data collection, (2) planning, (3) developing initial products, (4) trials limited, (5) revising major products, (6) conducting field tests, (7) revising operational products, (8) conducting operational field tests, (9) revising the final product, and (10) disseminating and implementing products.

The ten steps of the Borg & Gall model can be grouped into 4 (four) steps, namely: (a) introduction, (b) development, (c) field testing, and (d) dissemination,

Validation data obtained from experts are analyzed later. If there are still validation criteria that have not been fulfilled, a revision is made. The next step is a limited trial by providing teaching materials in the form of printed modules to partner teachers, English language supervisors, peers and students. Field trials conducted on students whose numbers are larger, the aim is to find out whether the product produced has met the readability criteria. The trial data is analyzed to find out whether the product still needs to be revised or not. In addition to the above procedure, the data collection in this study was through a Post-test design.

To find out the validity of the learning module, the researcher uses a test of learning outcomes in the form of multiple choices where the classification is as follows:

Level of Achievement	Validity Classification
81,26 % - 100%	Very Valid
62,26 % - 81,26 %	Valid
43,76% - 62,26%	Invalid

25% - 43,76%	Not Valid
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Analysis of Student Learning Outcomes Tests Using the Learning Module. N-Gain is the normalization of the gain obtained from the results of the pretest and posttest, the calculation of the average value of the N-Gain is done to see an increase in student learning outcomes, N-Gain measurement using the following formula:

$$NGain = \frac{Spotttest - Spretest}{Smaksimum - Spotttes}$$

Great Interpretation	Interpretation
$g > 0,7$	High
$0,3 < g < 0,7$	Average
$g < 0,3$	Low

RESULT

This study aims to produce English learning modules in class V of SD Negeri 056005 Gohor Lama and find out the effectiveness of English learning modules in class V of Elementary School. The learning module that was developed was declared effective for use based on validation by material experts, media expert validation, Language expert validation, results of test responses by teachers and students.

1) Research and Information Collecting

This stage begins with the study of literature relating to the problem being examined as well as the formulation of a research framework. At this stage it has been done before. Researchers collected information Based on the results of previous observations of the learning module in class V 056005 Gohor Lama's Elementary School, showing that there were weaknesses in the English Language Learning Module used in the learning process in class. The English Learning

Module used is the conventional English Learning Module, the English Learning Module which only contains reading material and questions. Conventional teaching materials are also estimating in meaning, the material presented in it is not necessarily in accordance with the experience and needs of students. The quality of learning becomes low when teachers only use conventional English Learning Modules without any creativity to develop the English Learning Modules. The English Learning Module that is available does not support the improvement of social skills and is less attractive where it only contains reading material and the questions make students less interested in learning English so that in learning many students play around in class when the teacher presents the material in class, students are less active in participating in learning activities, especially in conducting discussions with friends.

2) Planning

At this steps the researcher conducts a review of the content standards. Core Competencies and Basic Competencies, chosen in product development. Based on these stages obtained material that will be developed in the English Learning Module. After the developed material has been determined, the next step is to conduct a literature study to collect English material in grade V elementary school. The second steps consists of making a research instrument lattice that becomes an evaluation criteria for the English Learning Module, the instrument lattice that has been completed and then developed into a research instrument. The research instruments to be used are validation sheets, observation sheets and teacher and student questionnaires. The validation sheet is used to determine the effectiveness of the English Learning Module based on the assessment of material experts, media experts and linguists.

3) Develop preliminary form of Product

At this stage the English Learning Module is made. that is; 1) Make a story board. Story boards are created with the aim of making it easier to create media and to determine the next stage of development, so that parts of the learning media can be arranged properly. Story boards are made by drawing sketches on paper, sketches that have been completed and then redrawn using a computer. 2) Story board is then used as a reference to make a layout. Layout is made by paying attention to aspects of color and composition; 3) Layout that has been completed is then filled with English Learning Module materials then given illustrations and pictures that can support the material. The description of the product English Language Learning Module to improve student learning outcomes of State Elementary School 056005 Gohor Lama

In accordance with the research that has been carried out, the researcher presents the data that has been successfully collected in the field, such as below. Data collected in the form of qualitative and quantitative data. Data Qualitatively derived from classroom observations made by researchers at SD Negeri 056005 Gohor Lama. In short, the results of this qualitative data are sometimes students feel bored and do not have high enthusiasm in the process of learning English. Therefore making the English Learning Module that is different from usual by applying games and songs in it is made as a support for students that aims to facilitate students in understanding the material, improve student learning outcomes The approach used to accompany the use of English Learning Modules can help the thought process for students.

In addition, qualitative data also came from the suggestions and opinions of the validators given when validating the English Learning Module as a reference for the feasibility of the development

being carried out by the developer. While the quantitative data in this study came from the questionnaire of the validators, the questionnaire of teachers and students as well as the assessment of student learning outcomes which will be presented as follows. But before discussing the validation results from the validators, the following will explain the scoring criteria from the assessment questionnaire that uses a Likert scale. Following is the presentation of quantitative data and qualitative data by content experts, design experts and linguists as well as fifth grade elementary school teachers. Here are the results of the validation of the experts who:

Expert Percentage	Score Percentage	
	Awal	Revisi
Expert content	45%	79%
Design Expert	60%	80%
Linguist	40%	84%
Practicality (Teacher)	50%	92%

In the diagram above it can be understood that the developed media is declared to be Valid and Practical. This can be seen from the improvement from the beginning to the revision and all aspects of validity in the criteria are very valid, Valid and Very Practical.

After the media is declared Valid and Practical, the learning media can already be tested. To find out the increase in student learning outcomes in the test with the first trial students were given 10 multiple choice questions as a test instrument in the post test

CONCLUSION

The development of English language modules using the Borg and Gall development model has produced valid

and practical teaching materials to improve student learning outcomes. From the results of the research that has been done, the following conclusions can be described.

1. Teaching materials developed have met the validity criteria. This can be chosen from the results of the validation of teaching materials conducted by the three validators stating that the English teaching materials developed by the researchers are good.
2. The teaching material developed has met the practical criteria seen from the results of the teacher questionnaire which reached a percentage of 92%

The use of social skills-based teaching materials can improve student learning outcomes, these results are obtained if you see the results of the pre-test and post-test where the students completeness Experiment class reached 45% then at the time of the post-test increased to 70%. The results of the pretest in the Comparative class of students completeness reached 54% then at Postes completeness of students reached 80%.

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