COVID-19 THEME ENGLISH MODULE DEVELOPMENT

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ABSTRACT

KEYWORDS

Module, Covid-19, Four Basic Competence

Study this aim for produce module language English COVID-19 themed aimed at to students of the four -oriented Elementary School Teacher Education study program competence base that is listen, speak, read and write. Method applied research is Research Development (R and D) with Rowntree model consisting of on stages planning, development and evaluation. In phase evaluation, use the evaluation model formative Tessmer with stages of self-evaluation, expert review, one-to-one evaluation, and small group evaluation. Evaluation results Step self-evaluation that is conducted several revisions module for tested level validation by the validator team. At the expert review stage it is generated module valid category with average validation content 0.82, format validation 0.84, and validation serving 0.84. In the one to one evaluation stage with 3 students as sample, result questionnaire response third student the to developed module categorized practical. In the small group evaluation stage with 9 students as sample, result analysis questionnaire response student to module that module describe level practicality as teaching materials with an average of 82.3%. Based on results stages evaluation could declared that developed module has tested practicality so that could made as one of the learning media.

INTRODUCTION

Modules or teaching materials for English study programs outside the English study program group must refer to English for Specific Purpose (ESP), not general English. ESP relating to everything related to teaching English in non-English study programs must adapt to the context of the target study program with the aim that students can **master** English according to the study program being carried out (Rizal, 2019). For example, a student of an elementary school teacher education study program, the teaching materials and English language materials provided must be related to elementary school education (Fansury, Rahman, & Jabu, 2021). If you are a student of the hospitality study program, you will be given English related to the world of hospitality, and so on. In addition, the four basic competencies of English, namely listening, speaking, reading and writing must appear in the module or be integrated from one competency to another so that the basic competencies to be achieved can be realized (Yaumi, 2017).

The results of the student questionnaire responses to the English module as teaching material for English courses to 96 respondents, namely students of the Primary School Teacher Education Study Program, Prince Antasari College of Teacher Training and Education, Deli Serdang Regency stated that the teaching materials provided by lecturers were in accordance with ESP 56, 3%, not suitable 41.6%, strongly disagree 2.1%. A total of 52.1% of respondents stated that the teaching materials provided were in accordance with the current context or situation, 44.8% were not appropriate and 3.1% were not very appropriate. Respondents who stated that the teaching materials contained the four basic English skills were 19.8%, 77.1% were not suitable and 3.1% were not very appropriate.

The results of interviews with the course lecturers showed that so far students have been given teaching materials in the form of leaflets and presentation displays, not in the form of books and the material only focuses on grammar or sentence structures referred to from grammar books. In addition, contextual English modules with four basic abilities have never been used as lecture teaching materials (Mantra, 2017).

As a solution to the problems above, it is necessary to develop an English language module that is contextual in accordance with the needs of the target study program and is oriented to the four basic competencies of English so that learning English for study programs outside the language family can be in accordance with the standards that have been set, namely English for Specific Purpose (ESP) so that students' English competence can increase significantly and can then become additional competencies in addition to the competence of the study program being carried out (Yoga, 2020).

Several studies related to the development of English modules for study program students outside the English language family include:

English for Academic Purposes: E-Module of Writing a Report for Food Processing Technology Students. Areta Puspa, Mohammad Adnan Latief, Emalia Iragiliati 2018. (Puspa, Latief, & Iragiliati, 2018), Method *R and D* adapted from Borg and Gall and Latief. (Latif, 2014), Competency Improvement Focus writing, namely writing a report on the results of the internship with deductive learning in each unit that provides explanations, examples and practices.

Developing English For Specific Purposes (ESP) Module For Computer Science Students' Vocabulary Mastery Fitri Palupi Kusumawati, Syaifudin Latif Darmawan, Siti Latifah. 2018 (Kusumawati, Darmawan, & Latifah, 2018). Method R and D ADDIE models, Competency Improvement Focus mastery of vocabulary by practicing independently

Developing English for Specific Purposes (ESP) Textbook for Pharmacy Students Using On-Line Teaching in Higher Education. Abd. Syakur, Esti Junining, M. Khusni Mubarok, Margarana. 2020. (Syakur, Junining, & Mubarok, 2020) Method R and D with ADDIE model. Competency Improvement Focus Mastery of vocabulary or pharmaceutical terms.

Developing Task-Based Listening-Speaking Materials for Students. Diana Nadia. 2020. (Nadia, 2020). Method R and D Two basic competencies: task-based listening and speaking.

Developing English Teaching Materials For Accounting Students: An Esp Approach. Novrika Nartiningrum, Arif Nugroho. 2020. (Nartiningrum, 2020). Method R and D adapted from Latif. Competency Improvement Focus Three competencies: speaking, reading and writing.

From the studies above, the modules or teaching materials developed focus on 1-3 basic English competencies, none of which integrates 4 competencies; listening, speaking, reading and writing, focusing on improving vocabulary or terms in the field of study program being carried out, and there is no specialization of module themes (Maria, 2022). While the research on the development of the English language module for students of the primary school teacher education study program focuses on the *COVID-19 pandemic theme* and is oriented to four basic competencies by applying the *Rowntree model* with the stages of planning, development and evaluation or assessment (Puspasari, Utami, Widhayanti, & Kaltsum, 2019).

RESEARCH METHOD

This study uses the *Research Development (R and D) method* or development research with the *Rowntree model* consisting of planning, development and evaluation stages. In the evaluation or assessment phase, *Tessmer 's* formative evaluation model is used with stages, a) *self-evaluation,* b) *expert review,* c) *one-to-one evaluation,* and d) *small group evaluation. The subject of this research is the student of the PGSD* STKIP Prince Antasari study program.

The primary data in this study were the results of interviews with lecturers in English courses related to the use of learning media during lectures, while secondary data were obtained from the results of the analysis of content validation, language, presentation and module context by the validator and student learning outcomes tests after using the module. Data collection techniques to obtain validation results used the Aiken's V index (Azwar, 2014) with the formula:

$$V = \frac{\sum s}{[n(c-1)]}$$

Information:
V = index of expert agreement on item validity
s = score given by validator – lowest validity score
n = number of validators
c = highest validation score

The value scale used in the validation is a Linkert scale of 1-4 with 1 (less appropriate), 2 (fairly appropriate), 3 (appropriate), 4 (very appropriate). The module criteria for each aspect can be seen through the Aiken's V index value:

Table 2
Module Validation Criteria Through Aiken's V. Index Value

V Index Value	Criteria
V < 0.4	Not valid
$0.4 \leq V \leq 0.8$	Valid
V > 0.8	Very Valid

Student test results for each basic English competency are obtained by the formula:

$$\overline{X} = \frac{\sum x}{N}$$

Information:
$\overline{X}$ = average value
$\sum x$ = total value
N   = number of students

RESULTS AND DISCUSSION

This research begins by identifying the known needs of the problems found through the results of the questionnaire responses of PGSD students, STKIP Pangeran Antasari Deli Serdang Regency to the modules or teaching materials for English courses and the results of interviews with lecturers who teach English courses about teaching

materials and materials. what was said during the lecture. Next, look for relevant journals as a literature review reference for making proposals. In making the research instrument, written and oral tests were made (Riki, 2022).

During the research, the *Rowntree model was* applied through three stages, namely planning, development and evaluation. At the planning stage, carried out; a) identification of the expectations of students and lecturers about the module to be developed, determining sources that can help develop media, both material experts and media experts, and making time plans, b) sorting ideas and ideas for writing material by sorting the learning objectives you want achieved, c) developing detailed activities and feedback, d) determining contextual examples regarding the *covid-* 19 pandemic so that students can easily achieve learning objectives, e) determining graphics that are adjusted to the characteristics of the module development targets that will affect the attractiveness of the module, f) determine the equipment that will be needed, and g) formulate the physical form of the developed module (Hakim, Kurniawan, & Saputra, 2020).

At the development stage carried out; a) making a draft of writing or an overview of the content of the module to be made by writing the material in the order that was made previously, b) completing and editing the draft and then combining it by including illustrations, learning activities and feedback that have been prepared previously, c) writing an assessment study both written and oral to evaluate changes in student learning outcomes before and after using modules in the form of theory and practice (Mustika & Shophia, 2019).

In the evaluation or assessment phase, *Tessmer 's formative evaluation model is used* with stages, a) *self-evaluation*, then b) *expert review*, c) *one-to-one evaluation* of 3 PGSD students, then stage d) *small group evaluation* of 9 students.

1. *Self-evaluation*

Self-evaluation was carried out by researchers by checking the content of the material, the suitability of the material, the format and characteristics of the module after the module was developed. Then, revisions were made many times until the module was in accordance with the syllabus.

2. *Expert Review*

development of an English module with the theme of the Covid-19 pandemic aims *to* produce a module that guides students to master the four basic competencies in English. To determine the feasibility of the module, a validation test was carried out based on content, format and presentation. The purpose of the content validation is to determine the suitability of the material and the supporting aspects of the material being developed. The validation value is obtained from the validator's assessment.

a. Module Content Validation

The results of the module content validation can be seen in the following table:

Table 3
Content Validation Assessment

No	Indicator	Aiken's V	Note:
1	Material Suitability	0.83	Valid
2	Material Support	0.82	Valid
	Total Average	0.82	Valid

From the table data above, it is known that the content of the module is in accordance with the needs of current learning outcomes.

Module Format Validation
The results of the module validation assessment by the validator are shown in the following table:

Table 4
Format Validation Assessment

No	Indicator	Aiken's V	Note:
1	Module Format	0.85	Valid
2	Module Characteristics	0.83	Valid
	Total Average	0.84	Valid

The results of the validation obtained can be concluded that the English module with the Covid-19 pandemic theme developed has complied with the construction requirements of the learning module.

Module Presentation Validation
Presentation validation has two aspects of assessment, namely aspects of language use and aspects of images in the module with the following assessment results:

Table 5
Presentation Validation Assessment

No	Indicator	Aiken's V	Note:
1	Language Usage	0.85	Valid
2	Picture	0.83	Valid
	Total Average	0.84	Valid

The average validation of the presentation shows a valid value. This shows that the English module with the *COVID-19 pandemic theme* that was developed is very in line with the technical requirements of a learning module.

COVID-19 theme English module can be used as one of the effective learning media.

One-to-one Evaluation
One-to-one evaluation, where the researcher selects three participants randomly to represent the target population, namely one student who has good ability, one student who has moderate ability and one student who has less ability. This is done with the aim of seeing the practicality of the teaching materials from the student's point of view.
of the one-to-one evaluation stages are as follows:

Table 6
Student Questionnaire Results at *the One-to-One Evaluation Stage*

No	Respondent	Total Score	Score (%)
1	PM	72	75.78
2	ENH	86	90.52
3	DS	73	76.84
	Total Average		81.05
	Category		Practical

The *one-to-one evaluation stage* aims to assess the practicality of the teaching materials developed through questionnaires. The average result of the *one-to-one evaluation stage* given by the three students was 81.05% in the practical category.

After conducting *an expert review* and *one to one,* the researcher revised the module again. The results of the revision are used for the next stage, namely *small group evaluation.*

Small Group Evaluation

small group evaluation stage, a revised module was used. The module was piloted on a small group of elementary school teacher education students consisting of 9 students who were selected based on different levels of ability and gender. They were asked to understand the content of the module and at the end of the lesson, students were asked to fill out a questionnaire to find out student responses to the module as a test of the level of practicality or usability of the module. The results of student responses to the module at this stage are as follows:

Table 7
Student Response Questionnaire Results at the *Small Group Evaluation Stage*

No	Respondent	Total Score	Score (%)
1	PM	72	75.78
2	ENH	80	84.21
3	DS	79	83.15
4	SA	77	81.05
5	TZ	73	75.78
6	DEP	80	84.21
7	MH	86	90.52
8	CN	72	75.78
9	NDR	86	90.52
	Total Average		82.3
	Category		Practical

The results of the student response questionnaire analysis above describe the level of practicality of the developed module. The results of the *small group evaluation stage* as a whole from the questionnaires filled out by students obtained an average of 82.3% in the practical category. In addition, students also provide comments and suggestions for improvements to the module.

CONCLUSION

Based on results research that has been conducted about development teaching materials, namely module language English Covid-19 theme concluded that has generated teaching materials in the form of module language English for the Elementary School Teacher Education study program which is categorized as valid and practical. Evaluation results using the evaluation model formative Tessmer obtained that in the self-evaluation stage, researchers To do several revisions next module will tested by a team of validators. At stage second namely expert review, generated module valid category with an average validation of (a) content of 0.82, (b) format of 0.84, and (c) presentation of 0.84. In the one to one evaluation stage, 3 students made as samples and results

questionnaire response third student the to developed module categorized practical. Next in stage end namely small group evaluation, results analysis questionnaire describe level practicality from developed teaching materials that is 82.3%. Based on results evaluation could declared that developed teaching materials has tested its practicality.

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