

# English Practicum Module to Improve Student Learning Outcomes

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## ABSTRAK

*Kurangnya minat belajar mahasiswa terhadap materi Bahasa Inggris. Nilai hasil belajar saat ini pada mata kuliah Bahasa Inggris mengalami penurunan. Penelitian ini bertujuan untuk menciptakan modul praktikum bahasa inggris untuk meningkatkan minat belajar dan hasil belajar mahasiswa. Jenis penelitian ini yaitu pengembangan. Model penelitian yang digunakan adalah model pengembangan ADDIE. Subjek dalam penelitian ini adalah 6 ahli untuk mengetahui validitas modul yang dikembangkan. Metode pengumpulan data pada penelitian ini adalah kuisisioner dan tes. Teknik analisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistic inferensial. Hasil penelitian menunjukkan modul praktikum Bahasa Inggris memperoleh indeks validitas ahli materi I dan II rata-rata skor sebesar 95,5%, ahli media I dan II rata-rata skor sebesar 87%, dan ahli desain I dan II rata-rata skor sebesar 87% termasuk ke dalam validitas sangat baik. Hasil penilaian ahli praktis memperoleh hasil sebesar 87%. Hasil uji efektivitas produk dinyatakan belajar pretest nilai rata-rata memperoleh hasil sebesar 52,79 dan hasil belajar post-test nilai rata-rata memperoleh hasil sebesar 82,14. Disimpulkan bahwa modul praktikum bahasa inggris dapat meningkatkan minat belajar dan hasil belajar mahasiswa. Hasil penelitian ini menunjukkan bahwa produk yang dikembangkan bersifat valid, praktis, efektif diharapkan mampu mengatasi nilai hasil belajar mahasiswa.*

## ABSTRACT

Lack of student interest in learning English material. The current learning outcome scores in English courses have decreased. This research aims to create an English practicum module to increase student interest in learning and learning outcomes. This type of research is development. The research model used is the ADDIE development model. The subjects in this research were 6 experts to determine the validity of the module developed. The data collection methods in this research were questionnaires and tests. Data analysis techniques are qualitative descriptive analysis quantitative and inferential statistics. The research results show that the English practicum module obtained a validity index for material experts I and II with an average score of 95.5%, media experts I and II with an average score of 87%, and design experts I and II with an average score of 87. % is included in very good validity. The results of the practical expert assessment obtained a result of 87%. The results of the product effectiveness test stated that the average pretest learning score was 52.79, and the post-test learning results averaged 82.14. The English practicum module could increase student interest in learning and learning outcomes. The results of this research show that the product developed is valid, practical, and effective and is expected to overcome the value of student learning outcomes.

## 1. INTRODUCTION

Various challenges in the world of education require the world of education to always improve its quality. The government in its various policies always strives to improve the quality of human resources through improving the quality of education (Winarsih, 2019). In essence, education is a very important thing in life. With education a person can develop their potential. Education has a great influence on the character and psyche of every human being. The social character of the nation's children is influenced by education which is able to teach the basics of ethics and morals, namely through education (Isnaeni & Ningsih, 2021; Warlim et al., 2021). Advances in science and technology accompanied by increasingly rapid globalization have had their own impact on the world of education. The latest educational innovations certainly need to be balanced with the use of technology that can support the learning process

(Cahyani & Suniasih, 2022; Yasa, Ariawan, 2017). Advances in science and technology have encouraged innovation in the world of education which can help create quality human resources (Kurniati & Wiyani, 2022). The use of technology in the learning process gives birth to new concepts in IT-based learning so that teaching staff are required to be able to use technology to adapt to current developments. Utilizing existing technology for the advancement of education is by creating digital-based teaching materials. Teaching materials are materials prepared by teaching staff which have been prepared based on the needs of students' characteristics when studying. Seeing developments in modern times, various types of learning media have provided new advances and interests, arousing student motivation to learn. One of them is a digital-based teaching module.

The current learning process must be able to move forward, namely by utilizing more modern learning media such as modules, e-modules and other IT learning media. This is due to the encouragement caused by globalization, causing people to be able to master IT (Haryanti & Saputra, 2019; Mardiana et al., 2021). In order for the learning process to be more innovative, teaching staff must be able to utilize technology, namely by developing digital-based learning media. Seeing the needs of students, how important it is to develop digital-based learning media such as digital teaching modules (Ameriza & Jalinus, 2021; Rahmatullah, 2019; Sepriana et al., 2019). By providing digital module-based learning media, it will give students more experience studying technology. In learning activities, teaching materials are really needed. Current learning must provide opportunities for students to be more independent in understanding the concepts of learning material and be accompanied by learning media that can be used independently, namely digital-based teaching modules (Winatha, 2018). One of the technology-based learning media is digital-based teaching modules. A digital teaching module can be interpreted as a learning module that is presented in digital form which is more interesting because it is equipped with videos, pictures and other learning support media (Rahmat et al., 2020; Syifaunnida & Kamaludin, 2022). By utilizing existing technology, the world of education will produce special developments so that it can produce more advanced learning media. With digital teaching modules, it will be easier to understand the material, because students will be more interested and motivated to learn. One of the advantages of digital teaching modules is that they can be used on smartphones and can be used anywhere, anytime and in any situation.

The Covid-19 pandemic situation affects active learning which causes a decrease in student interest in learning. In this modern era, in any field, humans are required to be able to utilize technology as a learning tool. Problems in the world of education do not only come from students, but basically teaching staff who are the pillars in realizing successful learning outcomes. The lack of developing digital-based media has resulted in a lack of progress in the learning process. In this modern era, teaching staff must be able to utilize digital teaching modules as technological learning tools in learning media to improve the quality of learning. On the Faculty of Education (FIP) Undiksha campus, PGSD study program students have English courses. English courses are required in the PGSD study program, so that PGSD students can master these courses with the aim that they can later be implemented with elementary school students. Some names of students who have low learning outcomes in English courses are: NLD: 65, IND: 60, NLV: 75, NP: 60, PRD: 68, KH: 80, PA: 55, KS: 50, KAD: 65, PDY: 65, KAD: 60, NPM: 50, KV: 70, IMAU: 70, DPD: 70, IKH: 75, NPDT: 55, PWW: 55, NPAS: 50, KAI: 60, HS: 60, KS: 60, LWA: 55, NKR: 50. Based on data obtained by researchers during interviews with course lecturers, there are still students who have low learning outcomes in the English course. By looking at the low learning outcomes, of course there is a need for innovation or a change that is able to overcome the problems of student learning outcomes. By utilizing existing technology, the learning media developed will be an alternative solution to problems with learning outcomes.

The low learning outcomes of students when taking part in learning are due to limited ability to understand English, as well as not being familiar with English. The weakness of the current English learning process is that apart from lecturers not innovating with the learning resources/teaching materials used, there is also a lack of lecturer competence in using appropriate learning models. The impact of the above has an impact on the learning outcomes of English courses. The low ability of teaching staff in developing digital-based teaching materials/modules is due to their age and lack of knowledge of using technology. Likewise, students' low interest in learning is also caused by the lecturers' lack of sensitivity to students' needs when studying. Therefore, an educator should be able to master and utilize technology so that the learning media used is more innovative and learning can run optimally. Current technological advances really help lecturers in developing learning media. However, currently there are still minimal teaching staff in developing learning tools such as digital-based teaching modules. Apart from that, the learning media provided is still difficult for students whose ability to understand English is very low. By remembering the importance of English in everyday life and in the development of science and technology, Undiksha Faculty of Education (FIP) PGSD students need to be able to carry out a meaningful

and interesting English learning process so that it can be applied and understood, so that it can become a habit that sticks within students.

The use of varied learning media can overcome students' passive attitudes, because learning media plays a role in generating enthusiasm for student learning. The use of innovative learning media based on information technology has great potential to improve the quality of learning, because it is an effective and efficient way of conveying information (Arifin et al., 2021; Manzil et al., 2022). With language, humans are able to communicate easily. Language is very important in life, therefore language is an important part of education. The important role of English in the teaching and learning process requires an appropriate method to improve students' English language skills with learning activities that are fun and of interest to students. English is considered a world language (Hasanah & Ulya, 2020; Trisnanti et al., 2018). As one of the mandatory courses that students must take, the English course must have good and adequate teaching materials. One of the teaching materials that is considered adequate and good for students to use is a module. Studying a foreign language requires appropriate stages with learning media that further promotes the progress of a more integrated learning process. By looking at the needs of society and current developments, this means that people must still be able to speak a foreign language, namely English. Language skills can be obtained from the habit of understanding directly through previous and current understanding, so that knowledge can be received through direct experience. Seeing the needs of students when studying, the innovation provided is able to create a different learning atmosphere. Considering the importance of having the ability to speak English, from now on the younger generation must strengthen their ability to master English further. All societal activities today are always related to technology, the foreign language found in technology is English. Seeing this, people, especially the younger generation, must still be able to master English well. The concept of learning English is able to train students to be more skilled in communicating, improving language skills through listening, speaking, reading and writing (Ardinata & Parmiti, 2021; Tong et al., 2021).

Previous research findings stated that in the digital era, the world of education is certainly encouraged to be able to utilize digital media as learning media tools (Sukmanasa et al., 2017; Sumarni et al., 2020). Digital-based learning media can help lecturers and students to interact more easily, making it easier for lecturers to explain learning concept material to students (Pertwi & Wahyudi, 2022; Rahmatullah, 2019). The development of language skills will underlie the ability to read, the richer the mastery of vocabulary, the easier it is for the child to understand writing and ultimately the more fluently the child's ability to read (Ningsih & Mahyuddin, 2021; Taqiyyah et al., 2017). In the teaching and learning process, four language skills, namely listening, speaking, reading and writing are carried out simultaneously (Susilawati, 2018; Taqiyyah et al., 2017). The teaching modules created certainly adapt to student needs, student characteristics, and the curriculum implemented on campus. Teaching modules developed using local wisdom can provide meaningful learning experiences for students. The aim of this research is to create an English practicum module to increase student interest in learning and learning outcomes. It is hoped that the existence of this digital module can help lecturers and students more easily carry out the learning process, increase students' understanding of learning material and make the learning system more effective and efficient.

## 2. METHOD

The development model is a reference in this development research, namely the ADDIE development model (analysis, design, development, implementation and evaluation). The data used in this development research consists of 2 types of data, namely quantitative data and qualitative data. The data collection method used in This research consists of interviews, questionnaires and tests. In this interview the researcher asked what appropriate and appropriate learning media should be given to 2nd semester students of PGSD, Faculty of Education (FIP) Undiksha. Next, the test used in this research is an objective or multiple-choice test. The research instruments used in this research are questionnaires and test questions (which are given to students only). Based on the research objectives, they are used to find out whether the teaching materials being developed are feasible or not. The expert validation instruments in this research consist of 3 types, namely Material Expert Validation Instrument, Media Expert Validation Instrument, Design Expert Instrument. After the module is declared feasible through a validity test, the module will be tested for practicality. The instruments used in this research are presented in Table 1, Table 2, Table 3.

**Table 1. Learning Material Expert Instrument Grid**

No.	Aspect	Indicator	Item no	Number of items
1	Content Feasibility Aspect	1. The material presented is in accordance with students' needs 2. The material presented in the module is in accordance with learning indicators 3. The learning objectives in the teaching module are clearly conveyed	1,2,3	3
2	Material Feasibility Aspects	4. The accuracy of the material arrangement in the teaching module is in accordance with the learning indicators 5. The accuracy of the material presented in the module is in accordance with learning indicators 6. The novelty (latency) of the material presented 7. Depth of material presented in the module 8. Illustrations (examples) in learning media are able to clarify the material presented	4,5,6,7,8	5
3	Aspects of Linguistic Feasibility	9. Accuracy of the text used 10. Accuracy of spelling in the material 11. Accuracy in writing terms in the material 12. Accurate use of punctuation marks in the material	9,10,11,12	4
4	Presentation Aspects	13. The material presented is clear and easy to understand 14. The problems presented in the module are in accordance with the task context and learning achievement competencies 15. The presentation of the module is combined with technological developments so that it can be accessed easily	13,14,15	3
5	Aspect of Independence	16. Ease of delivering material in teaching modules 17. Teaching modules can increase student interest in learning 18. Teaching modules can be used anywhere and at any time	16,17,18	3
<b>Total</b>				<b>18</b>

**Table 2. Learning Media Expert Instrument Grid**

No.	Aspect	Indicator	Item no	Amount Item
1	Teaching Module Display (Cover)	1. The cover design is made using a machine 2. The letters used on the module cover are made attractive and easy to read 3. Select letters that are attractive and easy to read 4. Use proportional font size for titles, subtitles and other text 5. Match the text colour with the background. 6. The animated image size display is presented attractively 7. The relevance of the animated images displayed in accordance with the learning material 8. The images presented in the module are clear and easy to see 9. The text presented in the module is easy Be read	1,2,3,4,5,6,7,8,9	9

No.	Aspect	Indicator	Item no	Amount Item
2	The Attractiveness of the Teaching Module	10. The attractiveness of creativity in conveying messages 11. Suitability of teaching module layout\ 12. Attractive presentation of the module display 13. The attractiveness of the images displayed 14. Examples of material illustrations using animated images are presented clearly 15. Teaching modules are easy to use	10,11,12,13,14,15	6
<b>Total</b>				<b>15</b>

**Table 3. Learning Design Expert Instrument Grid**

No.	Aspect	Indicator	Item no	Amount Item
1	Teaching Module Cover Display (Cover)	1. The cover design is made to match the theme of the learning material 2. The attractive appearance of the packaging image (cover) 3. The module display is adjusted to the needs of students 4. Suitability of text colour selection with learning material 5. The module display is in accordance with the learning material.	1,2,3,4,5	5
2	Teaching Module Design	6. The content components of the teaching module are in accordance with the systematics of the module (front page, foreword, contents, material summary) 7. Systematize learning in modules presented regularly 8. Suitability of strategies used in learning 9. The content in the module is in accordance with the module content in accordance with EYD guidelines 10. The accuracy of the illustrations displayed in the teaching module 11. The material presented is easy to understand 12. The text, sentences presented are easy to understand 13. The material in the module is presented based on student characteristics 14. Teaching modules can increase learning independence in students with learning outcomes	6,7,8,9,10,11,12,13,14,15	10
<b>Total</b>				<b>15</b>

**Table 4. Learning Practitioner Expert Instrument Grid**

Aspect	Indicator	Instrument Item Number
Presentation Aspect	Media Quality	1,2,3,4,5
Quality of Digital Teaching Modules	Quality of Material Content Ease of use of the Module	6,7,8,9,10 11.12.13.14.15

The data analysis techniques used in this research are qualitative descriptive analysis, quantitative and inferential statistics. Qualitative descriptive analysis was used to process data in the form of input provided by experts, teachers and students on the English practicum module. Qualitative descriptive analysis is used to process data in the form of scores given by experts, teachers and students

to the English practicum module. Inferential statistics are used to measure the effectiveness of the English practicum module in increasing student interest in learning and learning outcomes.

### 3. RESULT AND DISCUSSION

#### Result

This research was carried out in the even semester of the 2023/2024 academic year. This research aims to develop a learning tool in the form of a digital teaching module for English courses. The model used in developing this module is the ADDIE model which consists of several stages, including the analysis stage, design/planning stage, development, implementation and evaluation. The development of this English Practicum Module was developed based on an analysis of the needs of Ganesha Education University PGSD study program students. The development of this module was developed using the Canva application in the English course Parts of the Body. The development of this module is aimed at improving the quality of learning, media quality and helping student independence in the learning process. This module is equipped with learning material presented in video form, so that apart from using the module, students will also get learning videos. With this, students will get complete learning media, namely in the form of modules and videos.

Judging from the aspect of learning material/content, this English practicum digital module has very good qualifications and is suitable for implementation in the learning process where the teaching module received an assessment with a percentage of 95.5%. Obtaining excellent qualifications is because the products developed, especially teaching modules, have presented excellent quality in terms of formulation of learning objectives, completeness of learning materials, up-to-date material, delivery of material, content of material and use of language in the material. Then, viewed from the learning media aspect, this English practicum digital module has good qualifications and is suitable for implementation in the learning process, where the teaching module received an assessment with a percentage of 87%. Furthermore, in terms of learning design aspects, this English practicum digital module has good qualifications and is suitable for implementation in the learning process where the teaching module received an assessment with a percentage of 87%. Obtaining good qualifications is because the products developed, especially teaching modules, have presented good quality in terms of module appearance design, module design in accordance with students' needs and modules can increase students' learning independence. Judging from the practicality of the module, the teaching module developed received an assessment with a percentage of 87%, which means the module has good qualifications and is suitable for use in the learning process. The results of the effectiveness test on the module on student learning outcomes were with a score for the experimental group (pre-test) of 52.79, while the experimental group (post-test) was 82.14. So in this case it is stated that the teaching module can improve learning outcomes through pre-test and post-test. The results of descriptive data for testing the effectiveness of the English practicum module are presented in Table 5.

**Table 5. Results of Descriptive Analysis of Effectiveness Test Data**

No.	Statistics	Experimental group (pre-test)	Experimental group (post-test)
1	Mean/Average	52.79	82.14
2	Median	52.50	80.00
3	Variance	52.33	21.80
4	Std. Deviation	7.23	4.67
5	Minimum Value	30.00	60.00
6	Maximum Value	75.00	90.00

The prerequisite tests in this research include the normality test of data distribution and the homogeneity of variance test. Based on the results of normality test data analysis, it was found that the Sig. 0.184 > 0.05 for all data groups. So, it can be concluded that the two groups of data, namely the pre-test data for the experimental group and the post-test data for the experimental group, are normally distributed. Based on the results of the homogeneity test analysis with the help of the IBM SPSS Statistics 21.0 for Windows program, a significance value of 0.912 was obtained. Based on these results, it can be seen that the Sig. 0.912 > 0.05. So, it can be concluded that the variance of the data is homogeneous.

All analytical prerequisites related to the Independent Sample T-Test/Unrelated Sample t-Test analysis have been fulfilled, so that the Independent Sample T-Test/Unrelated Sample t-Test analysis can be carried out to test the research hypothesis. Based on the results of data analysis, it was found that the significance value was 0.912. So, it can be seen in the table above that the Sig value is 0.912 > 0.05. So it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. In other words, there is a significant difference

in student learning outcomes between the experimental group (pre-test) and the experimental group (post-test) after using the product can improve student learning outcomes and interest in learning.

## Discussion

In this research, it is research into the development of a product in the form of a teaching module. The development of this module was based on the aim of improving learning media that had previously been developed by other researchers. Based on the problems faced by student learning outcomes, it is necessary to limit the problems. This research is limited to the lack of innovation of teaching staff in developing digital-based learning media. In this research, the module was developed with the aim of determining the validity of the module, the practicality of the module, and the effectiveness of the module. The product produced in this research is a product that can be used by universities as a learning medium. The product produced is in the form of a digital-based teaching module which is equipped with videos complete with material that can be accessed easily. This module was developed for higher education institutions which can be used by PGSD study program students as learning resources. This module was developed in an English course intended for use by PGSD study program students. The validation results show that the product developed is valid for use in the learning process. The validity results are determined based on the results of assessments carried out by learning material experts, learning design experts and learning media experts. After carrying out the validity test and getting valid results, the product will be tested on expert practitioners to measure its practicality and tested on students to measure its effectiveness. The results of the assessment and trials show that the teaching modules in the English courses developed are valid, practical and effectively applied in the learning process. After the product is declared suitable for use, it will continue with testing the product's effectiveness. This aims to find out whether a product that has been said to be valid can improve student learning outcomes when using the product.

Judging from the aspect of learning material/content, this English practicum digital module has very good qualifications and is worthy of being implemented in the learning process. The teaching module has presented very good quality in terms of formulation of learning objectives, completeness of learning material, up-to-date material, delivery of material, content of material and use of language in the material. Obtaining qualifications in terms of media in the module is good because the product developed, especially the teaching module, has presented good quality in terms of attractive design, appearance of letters, attractive text colours and animated images, as well as attractive creativity in conveying the message/material in the module (Hamid et al., 2020; Ningsih & Mahyuddin, 2021). Furthermore, in terms of learning design aspects, this English practicum digital module has good qualifications and is suitable for implementation in the learning process, where the teaching module obtains good qualifications because the product developed, especially the teaching module, has presented good quality in terms of module display design, module design. suit the needs of students and the module can increase students' learning independence. The module has good qualifications and is suitable for use in the learning process because the module has good quality in terms of module appearance (images, colors, text), examples of material illustrations are explained correctly, accompanied by the use of modules that make it easier for users to use the product. When the module can be used easily, it can be stated that the practicality of using the module is suitable for use as a learning medium (Asrial et al., 2020; Rahmat et al., 2020; Sukarman et al., 2021).

The use of this English language module has a significant impact on student learning outcomes. The use of modules in the learning process can help students understand the material easily, equipped with complete pictures, complete illustrations/examples of the material, as well as competency tests that can hone students' abilities in understanding the material (Khairunnufus et al., 2019; Mutiah et al., 2020; Sa'idah & Yulistianti, 2018). The development of this teaching module was developed to accommodate the module previously used in class. The module is effective in improving student learning outcomes (Dinatha & Kua, 2019). Then the teaching modules developed for this English course can have an influence on universities to add collections or reference learning tools which can later be created and used on an ongoing basis. Apart from that, the teaching modules developed in this English course can influence the performance of lecturers, where lecturers will be able to improve the learning process to be more innovative and interesting through the use of the learning tools developed. The development of this English practicum module was developed based on the needs and characteristics of students, so that the module developed is in accordance with the characteristics and learning needs of students. It is hoped that this module can meet students' learning needs, supporting learning to become more complex. Again, with the latest products that have been developed. Based on the real situation that students still have low grades in English courses, it is hoped that this research can solve the problem of learning outcomes. It is hoped that this research will continue to be carried out so that it can provide changes to the process of

educational progress, namely with self-awareness to continue developing the latest innovations in the teaching and learning process. This research must continue to be carried out with the aim of providing solutions to student learning outcomes and providing innovation in learning media.

Previous research findings stated that digital-based learning media can help lecturers and students to interact more easily, making it easier for lecturers to explain learning concept material to students (Pertiwi & Wahyudi, 2022; Rahmatullah, 2019). The limitations of this research lie in the level and learning content developed in the learning module. The material developed in the module is only limited to parts of the body material in English courses. The implications of research on the development of this English Practicum Module are that the teaching module developed for this English course can improve student learning outcomes and increase interest in learning through easy-to-use learning media.

#### 4. CONCLUSION

The conclusion of this research is that the results of the content validity test of material experts, content experts and media experts for the Practicum Module obtained very good qualifications. The level of achievement of expert practitioner validation responses for the Practicum Module is good. The results of the effectiveness test show an increase in the average post-test score. It was concluded that the Practicum Module developed could improve student learning outcomes. The Practicum Module can make it easier for students to learn.

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