



Developing Basic English Module for Junior High School to Promote Students' Cognitive Development

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Abstract

The research aims to ascertain the English material requirements of seventh-grade students at SMPN 4 Bandar Lampung and create a comprehensive English curriculum for this grade level at the abovementioned school. The ADDIE model was utilized to achieve the stated objectives. The need analysis was carried out before the creation of the material. Based on the expert judgment of the material, it has been determined that the average score (X) is 3.6. The score is classified as good due to its placement within the $3.5 < X < 3.75$ interval. However, there are two aspects that experts believe require further improvement. These aspects include enhancing the accessibility of the module's materials for students to comprehend and ensuring that the illustrations align with the content presented in the module. To enhance the comprehensibility of the module's content for students, the expert recommended providing more explicit instructions for each step of the activities students must undertake. Regarding the illustrations provided per the module's content, experts have recommended incorporating additional illustrations to enhance the module's level of engagement. Based on the expert judgment and evaluation of the presentation, it has been determined that the average score (X) is 3.75. Based on the obtained score, the categorization can be deemed satisfactory, as the value of X falls within the interval of $3.5 < X < 3.75$. The expert has recommended an enhancement of the references or supporting materials. The expert recommended incorporating additional references to enhance the comprehensiveness of the module. Based on the expert judgment of the material, it has been determined that the average score (X) is 3.75. Based on the obtained score, it can be classified as satisfactory, as the X value falls within the $3.5 < X < 3.75$ range. The expert recommended one aspect for improvement, specifically regarding the alignment of language usage with the student's cognitive development stage. The expert posited that certain languages may present a level of complexity that surpasses students' cognitive abilities. Consequently, it is recommended that these languages be modified or adapted to better align with the student's learning capacities.

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INTRODUCTION

Indonesian society is presently grappling with a novel paradigm wherein the learning process can be undertaken in a productive and pleasurable manner. Education is a complex and multifaceted process, suggesting that it is not a task that can be easily or simply accomplished (Nurhayati, 2016). According to the Ministry of Education and Culture of Indonesia, the curriculum must be implemented in schools nationwide. The Content Standard delineates the overarching goals of

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English education at the junior high level. These communication mediums facilitate the transmission of information, foster interpersonal connections, and enable individuals to appreciate the linguistic aesthetics of the English language in various everyday contexts. It is anticipated that junior high school students will acquire proficiency in the four language skills of English, as outlined in the content standards of their curriculum materials. The skills above encompass oral communication, reading comprehension, written expression, and auditory perception.

As per the curriculum, students must demonstrate proficiency in four Core Competencies (KI), namely spiritual attitude competencies, social attitude competencies, knowledge competencies, and competency skills in learning English. The four skills are transformed into fundamental competencies (KD), which are required for junior high school students to acquire to develop proficiency in the English language. It has been argued that junior high school students should express gratitude for the opportunity to acquire English language skills, as it serves as a medium for global communication. This sentiment is reflected in their eagerness to learn and their fundamental aptitude for adopting a positive mindset. In contrast, interpersonal and transactional English communication necessitates that students exhibit courteous, honest, responsible, cooperative, self-disciplined, and composed behavior. Students can create concise oral texts that encompass greetings, expressions, expressions of gratitude, and apologies. These texts demonstrate their foundational competence in understanding such communication's social purpose, structure, and linguistic components.

Including a comprehensive set of skills that align with the needs of learners in the 21st century has become imperative in the curricula employed for the instruction and acquisition of English as a foreign language. In Bouzid's study, it is argued that contemporary students are no longer solely evaluated on their proficiency in physical labor but are instead required to demonstrate a fundamental ability to engage in information retrieval, exploration, dissemination, and practical implementation, to effectively tackle a diverse range of complex problems (Ait Bouzid, 2016). Richards asserts that coursebooks are crucial in the English language classroom and most language programs place significant emphasis on instructional materials (Richards, 2001).

Furthermore, Cunningsworth provides a concise summary of the role of textbooks in language instruction (Cunningsworth, 1995). Firstly, it is worth noting that a course book can be utilized as a valuable resource to present both spoken and written materials. Additionally, it could be a valuable tool for facilitating exercises that promote effective communication and active participation among learners. Additionally, it can be a source of inspiration for developing lesson plans and generating stimuli. The fourth alternative pertains to a syllabus.

Furthermore, it can serve as a means of support for novice educators who have not yet cultivated their self-assurance. It is strongly recommended to possess a reputable textbook. Enhancing the quality of English instruction and learning is of utmost importance for educators in English language education. She should strive to cultivate a greater sense of imagination to enhance her creative abilities in generating and employing captivating content. In addition, it is recommended that she regularly deliver instructional presentations in the English language, incorporate enjoyable activities such as games, and prioritize personalized attention for each student. By engaging in this activity, students can actively participate in a dynamic teaching and learning experience.

In July, the Indonesian educational system implemented a novel curriculum known as the Curriculum (K13). The 2013 curriculum is designed to prioritize the development of comprehension, proficiency, and ethical education. Students are expected to possess a comprehensive understanding of the subject matter, actively engage in debates and presentations, exhibit good manners, and uphold a commendable level of conduct (Reflianto & Syamsuar, 2018). The curriculum in question is an advanced iteration that expands upon the knowledge, attitudes, and skill-based frameworks of the KTSP 2006 and 2004 curricula. In light of the circumstance above, it was anticipated that educators in all educational institutions across Indonesia would implement the 2013 Curriculum. However, it is evident that certain educators, specifically English teachers in south Sulawesi, persist in employing the KTSP teaching approach, despite adopting the standard school curriculum in 2013. This can be attributed to their lack of comprehension regarding the implementation procedures associated with the 2013 curriculum.

To investigate this issue, a preliminary study was conducted in May 2015. The researchers engaged in a conversation with an English teacher from SMPN 4 Bandar Lampung and examined the

implementation of the 2013 curriculum, specifically focusing on its application in the seventh grade of the Junior High School. Following the completion of an interview, researchers ascertained the existence of several obstacles that instructors must surmount while implementing the curriculum within this educational institution. These challenges encompass inadequate instructor preparedness, facility insufficiencies, and inadequate learning resources. Consequently, educators continue to employ the KTSP curriculum, which relies on textbooks, necessitating supplementary teaching resources to diversify instructional approaches in response to the developments that have transpired since 2013. The textbook provided, however, also presented challenges for the teachers. The provided textbook was found to be incomplete in terms of its content, and certain materials were not aligned with the syllabus.

There is no doubt that textbooks play a pivotal role in teaching and learning. Language courses often heavily depend on English Language Teaching (ELT) materials, such as textbooks. However, there has been considerable debate among ELT professionals regarding the significance of these materials in teaching English as a Second or Foreign Language (Alemi & Mesbah³, 2012). The discourse has encompassed the examination of the potentialities and constraints inherent in educational resources that facilitate the guidance of students along their learning journey and curriculum. Additionally, attention has been devoted to the requisites and inclinations of educators who employ textbooks. Additional contemporary issues encompass textbook design and usability, methodological soundness, the impact of textbooks on fostering innovation, the integrity of linguistic representation in materials, and the suitability of gender portrayal, subject matter, and cultural components. The assessment of the value of textbooks is contingent upon their adherence to a satisfactory standard or level of quality, as well as their suitability for the intended audience of learners.

Certain researchers have devised a book that can be incorporated into the pedagogical framework for instructional purposes. Introducing English textbooks focused on higher-order thinking skills (HOTS) has received a positive response from respondents (Margana & Widyanoro, 2017). Implementing these textbooks in VHSs has been found to stimulate students' development of higher-order thinking skills, ultimately fostering their creativity and self-regulated learning practices. Integrating problem-based textbooks is feasible within the context of the 2013 curriculum (Elmiati et al., 2017). Moreover, several researchers have collectively contributed to the development of a textbook aimed at enhancing students' proficiency in the four key English language skills (Ernanda & Yanto, 2022) (Rahmadhani & Supriadi, 2021) (Sulistiyo et al., 2021).

Consequently, it is imperative to cultivate and employ a comprehensive array of pertinent and culturally appropriate standards for assessing the textbooks employed within our language educational institutions. Upon conducting a thorough analysis of the identified issues and carefully examining the contributing factors, the researchers have determined that addressing the issues mentioned above is imperative. Developing comprehensive curriculum materials is a viable approach to address this issue. The enhancement of educational quality can be achieved through the more efficient allocation and utilization of teaching and learning resources. The students stand to gain advantages from assistance in practicing the four language skills by utilizing effective learning resources. These resources serve to promote language use in tasks that are relevant to the subject matter

METHODOLOGY

Research and development (R&D) is a widely recognized research methodology employed to generate specific products and evaluate the efficacy of said products. This concept necessitates the understanding of a minimum of three factors. The primary objective of research and development (R&D) is to generate a specific product. Additionally, the products generated through R&D are tailored to meet the requirements of the respective field. Lastly, the product development process encompasses various stages, starting from the product's initial development and culminating in the validation of the final products. The term "research and development methods" can be understood as a systematic and scientific approach to investigating, designing, manufacturing, and validating

products that have been created (Sanjaya, 2013). An alternative theory posits that research and development are systematic approaches to authenticate and advance products. Within the realm of education, there exists a theoretical framework called Design and Development Research, which pertains to the current study area under discussion.

Formerly referred to as developmental research. Design and development research refers to a systematic investigation into designing a product, developing or producing the product design, and assessing the product's performance. The primary objective of this research is to gather empirical data that can serve as a foundation for creating products, tools, and models applicable to educational and non-educational contexts (Sugiyono, 2016). This study employs the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model as the framework for the procedural development design. The rationale for choosing this development model is rooted in the simplicity, ease of learning, and practicality of the basic stages of ADDIE development design, particularly in instructional media development.

The data collected in this study encompassed both quantitative and qualitative data. Qualitative data pertains to the exploration of subject matter and the perspectives of experts in material and media development. Quantitative data refers to the type of data utilized in research, specifically expert assessments and student questionnaires. This study employs two data collection instruments: a questionnaire and an interview.

RESULTS AND DISCUSSION

The needs analysis was carried out in September by administering a questionnaire to seventh-grade students at SMPN 4 Bandar Lampung. The questionnaires were structured into two distinct sections. The initial section focused on inquiries regarding the specific needs of the students, while the subsequent section comprised questions about their learning requirements. Target needs to refer to the specific actions or tasks that the learner must undertake within the context of the target situation. The target needs of learners encompass three main aspects: necessities, lacks, and wants. Necessities refer to the expectations of students, encompassing the essential knowledge and skills they anticipate acquiring. Lacks, on the other hand, pertain to the gap between the learner's current knowledge and the required knowledge. Lastly, wants to represent the specific learning areas that learners desire to explore and understand.

Table 1. Students Need

Objective	Statements	Answer		Percentage	
		Y	N	Y	N
The main purpose of learning English at school	To be able to answer the questions of examination	30	6	83.3%	16.7%
	To be able to communicate	28	8	80.0%	20.0%

N : 36

According to the data presented in Table 1, most students agreed with the notion that they engage in English language learning for two primary reasons: to prepare for school examinations and to enhance their ability to communicate effectively in English. The survey findings indicated that 83.3% of the participants, specifically 30 out of 36 students, expressed a desire to learn English to prepare for the examination. Additionally, 80% of the respondents, or 28 out of 36 students, expressed a motivation to learn English to enhance their communication skills.

The curriculum for unit one, "Good Morning, how are You?" has been developed to focus on the students' competencies in expressing greetings, farewells, gratitude, and apologies. The primary emphasis of the skills pertains to the abilities of oral communication and written expression. In the context of unit two, titled "This is Me," the course has been developed to enhance students'

competencies in effectively presenting their personal information. The utilization of linguistic elements such as personal pronouns and possessive adjectives is necessary. The primary emphasis of language skills lies in speaking, writing, and reading.

Additionally, the curriculum for unit 3, titled "What Time Is It?" has been developed to enhance students' proficiency in expressing dates, days, months, and times. The utilization of cardinal and ordinal numbers is a necessary aspect of language. The primary emphasis of language proficiency lies in oral communication and written expression. Furthermore, the course grid for unit four, titled "This Is My World," has been developed to enhance students' competencies in identifying and describing various objects and public buildings. The acquisition of vocabulary about items found within educational and domestic settings and the comprehension of articles, singular and plural nouns are essential language functions. The primary emphasis is placed on the skills of oral communication, reading comprehension, and written expression.

Following the development of the course grid, the subsequent step involved the production of the instructional materials. The constituents of each materials unit are illustrated in the subsequent diagram

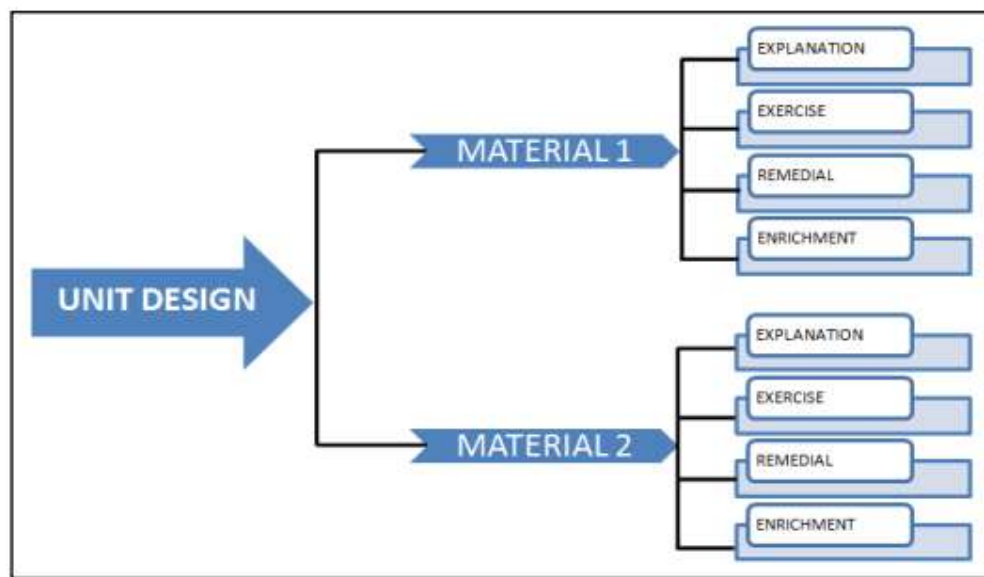


Figure 1. Unit Design

According to Figure 1, each unit's design was composed of two (or three) materials. Each material is subsequently divided into sections that include explanations, exercises, remedial content, and enrichment activities. The explanation encompasses the subject matter that serves as the central focus of the lesson. The text may contain expressions, grammar, or vocabulary that will be addressed during learning. The exercise section encompasses the initial assignment that students are required to fulfill. The exercise component is considered to be the most straightforward and least challenging type of assignment. The remedial section encompasses the subsequent task that necessitates completion by the students. The assignment's remedial component exhibits a higher difficulty level than the exercise component. The enrichment includes the third assignment that the students must complete. The assignment's enrichment component exhibits a higher difficulty level than the remedial component.

The draft underwent validation by experts concerning its material, presentation, and language. Based on the expert judgment of the material, it has been determined that the average score (X) is 3.6. The score is classified as satisfactory, as it falls within the $3.5 < X < 3.75$ range. However, there are two aspects that experts believe require further improvement. These aspects include enhancing the accessibility of the module's material for students to comprehend and ensuring that the illustrations align with the content presented in the module. To enhance the comprehensibility of the module's content for students, the expert recommends providing more explicit instructions

for each step of the activities students must undertake. Concerning the visual representations accompanying the textual content within the module, experts have recommended incorporating additional illustrations to enhance the module's level of engagement.

Based on the expert judgment of the presentation, it has been determined that the mean score (X) is 3.75. Based on the obtained score, it can be classified as satisfactory as the X value falls within the $3.5 < X < 3.75$ range. The expert has recommended an improvement in the references or supporting materials. The expert recommended incorporating additional references to enhance the comprehensiveness of the module.

Based on the expert judgment of the material, it has been determined that the average score (X) is 3.75. Based on the obtained score, the categorization as "good" is justified as the value of X falls within the interval of $3.5 < X < 3.75$. The expert recommended one aspect for improvement, which pertains to aligning the language used with the student's cognitive development. The expert proposed that certain languages may challenge students due to their complexity and recommended that these languages be modified or adjusted to better suit the student's abilities.

This module, serving as an educational tool, has effectively fulfilled its purpose as a means to attain the instructional goal. Learning media is a valuable instrument that facilitates the teaching and learning process by enhancing the comprehension of conveyed messages, thereby optimizing the attainment of educational objectives. The utilization of media in the context of education enhances the clarity of the message being communicated by the instructor. The media also serves as an instructional tool. The media facilitates the acquisition of knowledge among students, offering tangible experiences, capturing their attention, stimulating their sensory perception, and bridging the gap between theoretical concepts and real-world applications. The provision of this module has facilitated the educational process for both students and teachers. Students can acquire the necessary information for their learning through the utilization of media, while teachers can employ it as a means to disseminate instructional content.

The module has effectively upheld the standard of learning by incorporating diverse activities and exercises tailored to accommodate the student's individual needs. The quality of learning is additionally impacted by individual variances among students, encompassing disparities in learning styles, cognitive capacities, learning pace, and educational backgrounds. Therefore, the instructional material's development must carefully consider the student's needs, deficiencies, and preferences by employing a needs analysis before module development. Using media in the context of education can prove beneficial for educators who face limited access to information and instructional time. The media serves as a means of accessing educational content and provides opportunities for engaging with practice exercises. By utilizing this module, educators are relieved from sourcing materials as the module contains all the necessary content. Consequently, this practice ensures both time and energy conservation.

This module has additionally enabled the learner to effectively employ the target language. According to Tomlinson, it is essential for instructional materials to offer learners the chance to utilize the target language to fulfill communicative objectives. Ideally, instructional materials should offer diverse opportunities for interaction across a spectrum of discourse models, encompassing both structured and spontaneous forms. The materials and activities incorporated within this module have facilitated the use of the target language by students through various activities. Moreover, the arrangement of the units was also aligned with the principles of grading, sequencing, and integrating concepts, wherein elementary topics or texts were presented initially. Each unit comprises several components, including an introduction or warm-up activity, a lesson proper that involves both spoken and written exercises, a reinforcement phase that includes homework assignments and opportunities for reflection and summarization, and the presentation of unique facts. The components of the materials were found to be pertinent to the six stages of unit development. Furthermore, the procedures of the lesson proper were formulated by adhering to the 2013 curriculum, which advocated for the implementation of a scientific approach in both the instructional process and the creation of educational materials.

Each unit was characterized by varying quantities of tasks. However, it is important to note that each unit consisted of identical components that were previously discussed. The introduction included visual aids, such as schema-builder pictures or questions, and relevant vocabulary about the subject matter of each unit. The lesson proper was divided into two distinct cycles: the spoken

and written cycles. Every iteration adhered to the stages of the scientific method, which encompassed the acts of observation, inquiry, data collection, analysis, communication, and innovation. The section is dedicated to facilitating students in achieving the desired level of competence outlined in the core and basic competencies utilizing engaging in spoken and written communication activities. The reinforcement component encompassed both homework assignments and reflective exercises. The homework component encompassed extracurricular activities, giving students additional opportunities to engage in specific tasks. In contrast, the reflection component facilitated self-assessment of the knowledge and skills acquired by the students.

CONCLUSION

The product's suitability for implementation in teaching and learning activities can be asserted. The product has been specifically designed to align with the requirements of the 2013 curriculum. The facility comprises instructional spaces designed to facilitate optimal teaching and learning experiences. The product underwent validation by an expert who provided feedback on aspects such as material, presentation, and language.

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