DEVELOPMENT OF DEMONSTRATION-BASED ENGLISH CORRESPONDENCE MODULES TO IMPROVE STUDENT LEARNING OUTCOMES

Kevin Dita Arila
Faculty of Economics and Bussines, State University of Malang
E-mail: kevindita04@gmail.com

Abstract: This research aims to produce the Demonstration-based English Language Correspondence module, testing the eligibility of module through validation tests, and knowing the differences in learning outcomes of experimental class students using Demonstration-based English Language Correspondence module and control classes that do not use module by using the t-test. This research is a development research carried out using the Research and Development (R & D) model by Dick and Carey that has been modified by researcher. The learning outcomes of students in field trials conducted on class X OTP 1 as a control class with an average value of 76 and X OTP 2 as the experimental class with an average value of 88. The results of data analysis using the t test show that the value of probabilities <0,05 (0,000 <0,05) which means that there are differences in the average learning outcomes between the experimental class and the control class. It can be concluded that the English Demonstration-based Correspondence module is effectively used to improve student learning outcomes. Suggestions for teachers are that they can use this module maximally as a reference in classroom learning activities, and for students to use this module as a source of learning and practicing questions, both in learning activities inside and outside class.

Keywords: module development, english language correspondence, demonstrations, learning outcomes

INTRODUCTION

The achievement of educational goals needs to be supported by improving the quality of education in Indonesia. One of the efforts that can be made to improve the quality of education is to apply the revised 2013 curriculum. The learning orientation in the revised 2013 curriculum is to produce Indonesian people who are productive, creative, innovative and effective by strengthening attitudes, skills and knowledge. The implementation of the revised 2013 curriculum will run optimally if it is supported by qualified learning facilities and infrastructure. One of the learning facilities and infrastructure that greatly influences the achievement of learning objectives is textbooks, which in this case can be in the form of modules or worksheets.

The problem in SMK Negeri 1 Ngawi is related to the availability of modules, students do not yet have their own correspondence module and only use borrowed modules in the library. The material in the correspondence module used by students is also very incomplete, only discussing in outline the subject matter is not in accordance with what is in the syllabus, this makes many students still unable to study the material in detail and thoroughly. In addition to using the modules lent by the library, students must also receive additional material from the teacher, so that during the learning process students only depend on the teacher's explanation.
because they have to record additional material explained by the teacher. The learning outcomes of students at school are still quite adequate due to the incomplete printed teaching materials available, which hinders students from studying the material independently, as well as students lacking in practicing questions related to the material being studied. The availability of appropriate teaching materials for each student in the learning process is one effort to overcome these problems. According to Sitepu in Bukhori (2016: 77) "textbooks really need to be developed so that they can be used in active, creative, innovative, effective, and fun learning".

Regarding good teaching materials, the Ministry of National Education believes that "good teaching materials must be developed in accordance with the pressures that must be mastered by students and the characteristics of the material to be presented" (Ministry of National Education, 2008: 16). In line with research conducted by Situmorang in Bukhori (2016: 77), states "student learning outcomes based on knowledge, attitudes and skills towards science teaching materials are very good, namely with completeness of 80%. In other words, teaching materials can improve learning outcomes. One form of teaching material that is easiest for teachers to make (because it does not require expensive tools and high skills) is printed teaching materials, for example modules (Hamdani, 2011: 218)

In this study, researchers developed written teaching materials in the form of modules, namely Demonstration-based English Correspondence modules. Module according to Prastowo (2015: 106) is a teaching material that is arranged systematically in language that is easily understood by students according to their level of knowledge and age, so that they can learn on their own (independently) with minimal assistance or guidance from educators. Learning with modules allows participants students to learn more independently and be able to measure their own abilities because it is equipped with questions objective, essay, and practice questions. A module must be used as teaching material as a substitute for the educator's function. If educators have the function of explaining something, the module must be able to explain something in language that is easily accepted by students according to their knowledge and age (Prastowo, 2015: 104). This is in line with the implementation of the revised 2013 curriculum where the learning process is no longer teacher-centered, the teacher only acts as a facilitator and mentor. In accordance with the opinion of Hamdani (2011: 220) which states that one of the objectives of preparing modules is to provide teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics of teaching materials and the characteristics of students.

In addition to teaching materials, it would be better if learning using textbooks was complemented by teaching methods that match the material presented (Bukhori, 2016: 77). Appropriate learning methods are also very necessary in expediting the learning process. Researchers will use demonstration methods in this study. According to Majid (2016: 197), "The demonstration method is a method of presenting lessons by demonstrating and demonstrating to students about a particular process, situation, or object, either real or just an imitation". Djamarah & Zein (2010:90-91) states that the demonstration method is good for getting a clearer picture of matters related to the process of making something, the process of organizing something, and the components that make up something. The researcher chose the demonstration method as the basis for the module being developed because the researcher considered that basic competence 3.5 Applying the grammar of English or other languages other foreigners and 4.5 Making English correspondence scripts or other foreign languages
places more emphasis on students to practice writing English letters directly. By applying this method in learning, students will be able to directly observe how to practice writing English correspondence. Students can find out what are the stages or steps in making English correspondence so that this can train students' skills as provisions for entering the world of work.

The above description is supported by previous research conducted by Bukhori (2016: 75) which shows the results of the research that the validation results of textbook questionnaires from learning material experts show that the average percentage is 95%, which means that in general management learning materials Archives are valid or can be used effectively. The student's pre-test score was 68.05. After participating in the application of learning materials developed by the demonstration method, the average score became 80.63. This proves that the use of demonstration-based filing management learning materials can effectively improve student learning outcomes of the Office Administration Study Program, Faculty of Economics, State University of Malang.

The researcher chose to develop the English Correspondence module because the availability of the Correspondence module, especially for the basic competencies of English correspondence, is needed at SMK Negeri 1 Ngawi. At this school, the majority of modules available were only on business correspondence material for Indonesian language, while teaching materials specifically discussing material on English correspondence were still very limited, so the researcher decided to choose to develop the English Correspondence module. This module is expected to be able to overcome one of the problems related to the availability of teaching materials in SMK Negeri 1 Ngawi, namely that it can be used as a source of independent learning for students and improve student learning outcomes.

Based on the explanation above, research will be carried out on the development of learning modules in the Correspondence subject for class X of the Automation and Office Management expertise program at SMK Negeri 1 Ngawi. Some of the objectives that the researcher wants to achieve are (1) To produce a Demonstration-based English Correspondence module for class X students of Office Automation and Management at SMK Negeri 1 Ngawi. (2) Test the feasibility of the Demonstration-based English Correspondence module through a validation test. (3) Knowing the difference in learning outcomes by comparing the average learning outcomes of students in the experimental class using the Demonstration-based English Correspondence module and the control class not using the module. Test the hypothesis used by the author to find out the difference in learning outcomes of students in the experimental class and the control class is to use the t test (t-test).

METHOD

This research is a type of research development (Research and Development) which uses the Dick and Carey development model which is modified by researchers into eight stages. The stages carried out in this research and development are: (1) Analysis of needs and objectives; (2) Learning analysis; (3) Learner analysis (students); (4) Formulate performance goals; (5) Developing instruments; (6) Develop learning strategies; (7) Develop and select learning materials; (8) Designing and conducting formative evaluations. In this study, the subjects taken were students of class X OTP at SMK Negeri 1 Ngawi. Class X OTP 1 as the control class and X OTP 2 as the experimental class.
The instruments used in this research and development were: 1) interviews, which were conducted with Correspondence subject teachers at SMK Negeri 1 Ngawi, 2) questionnaires, which consisted of material expert questionnaires, module expert questionnaires, and small group trial student questionnaires, and 3) test, in the form of a written test in the form of a posttest which is used to find out data on student learning outcomes. Data analysis techniques consist of: 1) qualitative data analysis, obtained from the results of the validation questionnaire of material experts, module experts, and small group trial students in the form of criticisms and suggestions that have been given, and 2) quantitative data analysis, obtained from the results score filling out validation questionnaires by material experts, module experts, and small group trial students; posttest result data; and t test.

RESULTS AND DISCUSSION

Research and Development (R&D) development model by Dick and Carey which has been modified by researchers because it is adapted to the needs in the field. From the research and development steps that have been carried out, the researcher produced a Demonstration-based English Correspondence module. The products that have been produced are then validated by material experts, module experts, and small group trial students as users. Based on the validation, the following results are obtained.

<table>
<thead>
<tr>
<th>No.</th>
<th>Validator</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Material Expert</td>
<td>87%</td>
<td>Very valid/ usable</td>
</tr>
<tr>
<td>2.</td>
<td>Module Expert</td>
<td>80%</td>
<td>Valid / usable</td>
</tr>
<tr>
<td>3.</td>
<td>Small Group Trial Students</td>
<td>83%</td>
<td>Very valid/ usable</td>
</tr>
</tbody>
</table>

Average Total Percentage: 83% 

Based on the table above, the average percentage obtained is 83%. It can be concluded that the Demonstration-based English Correspondence module developed by the researcher is stated to be very valid and can be used without improvement.

Analysis of student learning outcomes data was obtained by researchers by comparing the average posttest scores between experimental class students who used the module and control class students who did not use the module. After conducting the posttest and analysis of learning outcomes, it was found that the average learning outcomes of the experimental class were higher than those of the control class. The average learning outcome for the experimental class was 88, while for the control class it was 76. The hypothesis test used by researchers to determine differences in student learning outcomes for the two classes was to use an
Independent sample t-test was performed using two analysis, namely the analysis of the F test for equality of variance and the analysis of the t-test for the average equality of student learning outcomes. The F test analysis shows the calculated F value 1.65 with a probability of 0.20. Because the probability > 0.05, H0 is accepted, which means that there is no difference in variance between the experimental class and the control class. Because H0 is accepted, the t-test analysis uses Equal Variance Assumed. The t-test analysis shows that the probability <0.05 (0.00 0 < 0.05), then H0 is rejected and H1 is accepted. Then there is a difference in the average learning outcomes between the experimental class and the control class. That is, the use of Demonstration-based English Correspondence modules can improve student learning outcomes.

Besides being able to improve student learning outcomes, after analyzing this module it also has several advantages, including: (1) Module This can help students improve their skills in writing English letters because there are many practice questions in this module so that it can help students practice writing letters more often so that they can improve students' skills in writing English letters. 2) This module can increase students' interest and motivation in learning material about English correspondence. Student motivation in this case can increase because this module is equipped with interesting illustrative pictures. This aims to foster students' interest in reading and studying the material in the module and using this module as a learning resource so that it creates motivation for students to carry out learning activities (Lasmiyati, 2014), (3) This module can make it easier for students to understand material contained in the module. The use of language in this module is not rigid so that it makes it easier for students to understand and learn the material in the module because it is in accordance with students' understanding. (4) This module has the characteristics of self-instruction where students are able to learn independently both inside and outside the classroom through practice questions that are available in this module to identify the knowledge acquired. In accordance with research conducted by Yuliono (2018) where the module approach is able to provide flexibility for distance learning for students because students can study modules at any time and can also function to evaluate their own learning outcomes, and (5) Selection of methods Appropriate learning in the preparation of this module can facilitate teachers in carrying out the learning process and achieving learning objectives. Maximum learning objectives require appropriate learning methods and the selection of methods must be adjusted to the material to be delivered so that these learning objectives can be achieved optimally (Rahayu, 2015). Therefore, a suitable learning method in the preparation of this module is to use the demonstration method due to the characteristics of Correspondence subjects more emphasis on direct practice.

In addition to having advantages, the Demonstration-based English Correspondence module also has drawbacks, namely: (1) The developed module only contains one Basic Competency so that its use is more limited, it can only be carried out for a few meetings, (2) The domains measured are the assessment of this module is still limited to two domains, namely the cognitive domain and the psychomotor domain, while the affective domain has not been measured, and (3) this module uses the demonstration method and in the English Correspondence module it requires quite a long time.

There were several findings during the field trial regarding the implementation of the Demonstration-based English Correspondence module, including: (1) Students were the first to use this module so they still needed an adaptation process, at the beginning of using the module some students did not read the instructions or rules contained at the beginning of the
module so that they still ask the teacher what activities they will do, but after several meetings
the students are getting used to the commands or rules contained in the module because they
have studied the module at home before starting learning in class, (2) this module in its
implementation using the demonstration method, so that its implementation requires quite a
long time therefore in implementing learning using this module it is necessary to make full use
of the lesson hours so that the demonstration process can run optimally, but in reality several
student hours meet it is not enough to complete the demonstration process to the end so that it
must be continued at the next meeting, and (3) the basic mastery of English for students is still
lacking, so that often a lot of time is wasted when students translate when making English
letters, with several examples of sentences that are often used in making English letters like
those in the module, this can help and make it easier for students to write English letters.

Even though there were some obstacles in implementing this module during the field
trials, at the end of this English correspondence basic competency learning, the learning
outcomes of the experimental class students were higher than the control class. Based on the
results of the analysis and discussion, it can be concluded that using the Demonstration-based
English Correspondence module during the learning process can improve the learning
outcomes of students in class X OTP 2 SMK Negeri 1 Ngawi.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research and discussion that have been presented, it can be
concluded that the products produced in this research and development are Demonstration-
based English Correspondence module for class X of the Department of Office Automation
and Governance. The resulting modules are modules for students and modules for teachers to
handle. The results of module validation by material experts show a percentage of 87%, which
means that the module is in a very valid category and can be used in the learning process. The
percentage of module expert validation is 80%, which means that the module is in the valid
category and can be used. While the percentage for small group trials is 83%, which means that
the module is in a very valid category and is very suitable for use in the learning process. The
modules produced in this study are quite effective in the learning process because they can
improve student learning outcomes. It can be seen that there is a difference in the average
learning outcomes of the control class and the experimental class both from the average score
of cognitive aspects, psychomotor aspects, and from the average final score. The average value
of the control class is 76, while the experimental class has an average value of 88. The results
of data analysis using the t test show that the probability value is <0.05 (0.00 <0.05), which
means there is an average difference learning outcomes between the experimental class and the
control class. So the use of the Demonstration-based English Correspondence module can
improve student learning outcomes.

Suggestion

Suggestions that can be given by researchers as material for consideration for further product
development are as follows: (1) Teachers are advised to make the most of this Demonstration-
based English Correspondence module as much as possible, especially for teacher guidance modules in the learning process, because this module is able to help teachers and make it easy for teachers to carry out the learning process in class, (2) Participants are advised to study this module at home and study each stage in this module. If the material studied at home is not understood, students can ask the teacher. With such learning it will make the process of learning activities run smoothly, and (3) Students are also advised to work on the practice questions contained in the module. This needs to be done to train students' English letter writing skills.

REFERENCES


