Developing English Module for Seventh-Grade Students at MTs Al Hidayah Sukonolo

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Abstract
This study focuses on helping English students and teachers find the ideal development module material for reading comprehension Under the 2013 curriculum, this study is a module that extends exercises to Help students understand English lessons and use the latest materials and resources. There are several reasons underlying this research, but (1) English language learning in this class applies a student center to discover students' interests and talents in the class, and the contextual method allows students to be proactive in following lessons. Research and Development (R&D), or research used to make certain goods and evaluate their suitability. This research and development use the ADDIE research model developed by Dick and Carry (1996). Media verification results of 90% and 8O by 5 performances from learning professionals. Product test results made in 2 meetings reached 74.0625%. The research and development results show a significant impact On the use of the reading module for students learning English. In conclusion, this module is an effective learning media that complements students' learning materials when studying English reading comprehension.

Keywords: English Module, Reading Comprehension, Reading English Skills

1. INTRODUCTION

State education works to educate national Life develop the ability and form a Dignified national character and civilization. "According to Law Number 20 of 2003, it is intended to believe in Almighty God, be pious, have a noble character, be healthy, insightful, competent, creative, and develop the potential of students to be independent, Democratic, and responsible citizens. Professional educators or teachers who play an important role in the field of education need to be balanced with quality education. The teacher's task is to develop students' talents and potential to design learning and produce output, such as graduates with quality resources. In the learning process, the teacher is tasked with ending it with teaching, teaching, teaching, teaching, evaluating and evaluating students. The learning process can be carried out well by paying attention to 2 things, namely learning methods and learning media (Susilo & Rohman, 2021).

There are 4 language skills to learn English, 1 of which is reading. Reading is an important skill and are considered the key to effective learning in many areas. In English Learning and reading is dominant. the activity of all English subjects, and especially to support reading language skills, the components of pronunciation, grammar, and vocabulary of the language must also be studied. (Mubarok & Rofi'ah, 2022). Usually, grammar and vocabulary are taught by reading texts. (Ikhtiari dkk., t.t.). Reading the text, the reader must be able to get through the message and understand it. By reading, readers are trained to answer questions.

According to the study observations in the author's class and unstructured interviews with teachers, there are also questionnaires for five students in the seventh grade of MTs Al Hidayah Sukonolo, in particular the learning of English by MTs Al

Hidayah Sukonolo students, some problem-related English teaching processes in the 7th grade of MT S Al Hidayah Sukonolo. Based on preliminary studies at MTs Al Hidayah Sukonolo, the study I found some problems. First, it turned out that teachers lacked reading sources for students, and they only had student worksheets as the main source of reading material. Second, material of the material It is not complete in the worksheet, as notified by the teacher in an informal interview. In addition, the colors used in the worksheet are black and gray, as some students mentioned, making the worksheet less attractive. Thirdly, teachers used worksheets as additional books, and the additional books were old publications (K-13). These problems are causing a decrease in the willingness of students to learn English. (Mubarok, 2019).

Materials Teaching reading is one of some of the problems in teaching successful reading, word count and student reading level compatibility, and In addition, the exercises were considered to ensure the most appropriate materials for students. Therefore, the main consideration should be Develop the right materials for learners and school conditions in order to achieve their learning objectives. When Reading, teaching the context of the text affects students' I understand. One of them 3 elements of reading comprehension 1 is to transform the difficulty And the characteristics of text material for students. (Caldwell, t.t., him. 2008). Students read only when the teacher asks them. On the other hand, increasing students' ability to read means increasing students' interest in reading the text. Reading is very necessary, because today's teaching of English is very different from the previous one. Reading comprehension It is one of the English language skills that are taught in schools. (Pujiastutik, 2021) The main goal of learning English is to read and understand materials and speak English well. (Wahyuningsih, 2021).

In this study, for the development of English reading materials, expand the Exercises, which Help students understand English lessons and use the latest materials and resources. Moji excellent modules It must be able to facilitate and deliver enough a space for students to practice using their language. The student's state and environment, experience, or the level of experience a student has. Students should be able to provide contextual material related to prior knowledge provided and facilitate their learning. (Santosa, t.t., hlm. 2014), Also features of the course module is effectively it was achieved by teachers as teaching material and by the student as a source of learning.

First, English learning in this class must have implemented a student center to find the interest and talent of English students in the class Teacher center Meso the second problem is that teaching English Learning is very boring, because teachers use textbooks only as learning guides and do not use modules and learning tools, and there is no interest or enthusiasm in the learning of students. Learning that still relies on teacher-centric methods creates an atmosphere of boring KBM. So, students of the 7th grade of MTs Al Hidayah feel bored and not eager to take lessons, as a result of which the learning goal is not achieved. Therefore, in learning, teachers should prefer a variety of approaches, strategies, and methods depending on the situation, and Students can become active in following the lessons. For middle school students, especially for the seventh grade of MTs Al Hidayah Sukonolo, the development module that suits the needs of students of English learning is not yet available. It is

also a problem that must be solved. Therefore, it is important to develop a learning module for the 7th grade.

This study focuses on helping English teachers find the ideal development module material for reading comprehension in line with the 2013 curriculum. As an excerpt from the statement of the study on the development of module reading materials, i.e. " Teachers can use additional books as additional resources for English teaching. "With this module, students can also improve and improve their English skills. "Development of English learning modules in education is an interesting topic to be discussed. This module focuses only on reading materials.

Reading is an essential skill for educational and professional success. By reading, students get various types of information it is printed in the form of media. According to Nunan (1991), reading is the process by which the reader and combine information from the text its background Knowledge to build meaning. Reading is a major part of English language skills, but from the results of research. (*kweldju*, t.t.), It showed that Indonesian students have very low ability to read English text. Although they are studying English from primary school, it is still a problem for most Indonesian students. In addition to that, according to. (Yeselson 2000) in (Taufik 2014) Reading is a lifetime technique used in schools and throughout life. Reading is a basic life skill. It is the cornerstone, for the success of the child in school, and in fact Through life. Without the ability to read well, the chances of personal achievement and success in work are inevitably lost. Despite its importance, reading is one of the most challenging areas in the education system.

Based on the above description, researchers are I am interested in doing research under the title "English Learning Module Development for 7th grade students of MTs Al Hidayah Sukonolo". I expect the module to it is an effective medium to support the learning process.

2. RESEARCH METHODOLOGY

The research model used in this study is research and development (R&D). (Sugiyono, 2015) We explained that the method of research and development (R&D) is a research method used to produce a particular product and test the effectiveness of that product. I agree with this statement. (Sanjaya, 2013) Research and Development or (R&D) is the development and verification process of educational products. The model has 5 stages, the details are shown.

Figure 2.1 Research procedure

The development procedure the development model consists of the following 5 phases Model development, including analysis, design, development and implementation and evaluation. The ADDIE model was developed by Endang (2011. P.200). To design the analysis of the learning system. Researchers have developed English reading materials it is based on the needs of students. Development procedure for making a book as an educational media, it consists of 5 stages:

Analysis Phase

This first stage, i.e. the analysis stage, is looking for data in MTs al Hidayah Sukonolo sector related to:

a. Analyze the basic abilities contained in the module subjects to find an overview of the materials that students should achieve.

b. Analyze the needs of students in the learning process. performed by teachers through the use of such observations and results of interviews learning resources and materials used during the learning process.

c. Conduct an analysis related to the characteristics of the student during the learning process, which is carried out using observations and interviews. By carrying out this analysis phase, researchers are expected to have opinions and ideas to develop modules according to the needs of students in learning as well as the needs of teachers to help learning take place.

Planning Stage (Design)

The design of models/learning methods, stage design is similar to the design of Learning activities. This activity is a systematic process begins with design a set of Learning objectives, scenarios, or learning activities, design of learning tools, design of learning materials, and tool evaluation of learning outcomes. The design of the model/learning method is still conceptual and supports the next development process. At this stage, the researcher clarifies the description related to the module under development:

a. Determine the design to be done and perform KD capture Elements of social functions, text structures, and spoken descriptive text, with contextual meanings associated with language, and writing very Short and simple about people, animals, and things.

b. Compilation of indicators by KD included in the companion module.

c. Determine the learning goals to be achieved in combination KD.

d. Determine the material that is by KD, and the indicators that are certainly related to the module as a learning material.

Development Stage

The development phase that the researchers conducted was done by doing the initial design of the learning module that was previously designed. Since these references are the main material for developing the module, a collection of various references on reading comprehension was as material for making the

module After the completion of the initial draft, the validation was done by the validator, Namely, material experts and media experts. Of course validator is 1 media expert lecturer, i.e. Mr Rochmat Ulum, M.Pd, and MTs Al Hidayah Sukonolo It was made up of 1 English teacher Mrs Anisa, S.Pd.

Implementation Stage

This implementation phase is carried out by implementing Products in the form of learning modules developed for students middle school MTs Al Hidayah Sukonolo to find convenience and feasibility, hoping that the developed product can help teachers with teaching materials to students, help motivate students to learn, broaden the horizons of students related to reading comprehension explanatory texts. It's a good idea.

Evaluation Stage

The evaluation stage is the process of checking whether is a system of development successful. The purpose of this evaluation is to evaluate every step of making a product a good product. For data collection techniques, the researchers used structured interviews, observations, andquestionnaires. On the other hand, thequantitativeanalysis methodwasapplied to analyze thenumerical data from the questionnaire. For explanation, thedata were analyzed using qualitative techniques. Of course,theLickert scale, which consists of four levels, was used for the questionnaire in this study. Then the data is calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

The description is as follows:
P= Percentage of feasibility
f=Collected Score
N= Predicted result

Table 2.1 The Results of The Percentage Calculation are Interpreted Based on The Feasibility Criteria

No	Percentage	Basis	Information
1	81%-100%	Very good	Workable
2	61%-80%	Good	Good
3	41%-60%	Good enough	Workable
4	21%-40%.	Not workable	Enough
5	0%-20%	Bad	Workable

The developed product can be tested with the purpose of research If the result of the assessment from experts reaches 61% - 100%. However, If the obtained value is less than 61%, then it is stated. That the product is not viable and needs to be corrected on the basis of comments and suggestions from expert assessments.

3. RESULT AND DISCUSSION

The Process of Analysis

Using the questionnaire, Analysis of requirements was done to gather information about students' needs and preferences for learning. In the questionnaire, you need to select on more options from the researcher's provided text. The MTs Al Hidayah Sukonolo Secondary Schools served as the site for the need analysis for this study. Since the content is based on a textbook called English Module, the target needs are determined by analyzing the module rather than by further explaining the needs of the qualified students. The following is an explanation of the survey's results: Sixteen people completed the poll. They are pupils of the Formula 2/2022/2023 academic year 16-18 of the extracurricular group semester of MTs Al Hidayah Sukonolo Secondary School. Students who participate in the extracurricular activities of the OSIS Group make up the extracurricular groups in this class. Students who are learning English want to accomplish the objectives that this English language program has laid forth.

The researchers performed unstructured observations and interviews during the analytical stage. The researchers were able to examine the findings of their class observations, which revealed that the kids had little interest in English. Researchers attempt to offer pupils written English for reading; but, because of their laziness, kids take a long time to adjust to the language. Based on the findings of indirect interviews conducted with English teachers at the schools where the researchers conducted their study, we discovered that because extracurricular students are included in primary school grades, they are less interested in and struggle with speaking English. Students who were studying language courses also felt lethargic. Since the language is English, learning materials are less engaging when they are limited to teaching students how to use the textbook's current materials alone. Researchers must develop items that are appropriate for kids in extracurricular groups to address the learning challenges they encounter. Researchers will need to create products known as modules since Islamic boarding schools have limits and things designed for their environment cannot contain cell phones or communication gadgets.

The Proses of Design

This point, researchers start creating educational modules based on product specifications. This design process consists of two steps: creating the book's framework and designing its layout and functionality. assemblage of related frameworks Its foundation is the aim of creating a top-notch English program. developed the module There are three primary sections to it: the introduction, the body, and the conclusion. The book's cover, introduction, foreword, Table of Contents, and usage guide are all included in the first section. k. The start, content, and end are components of a module's design and

functionality. The display of the learning module's design is situated beneath the first:
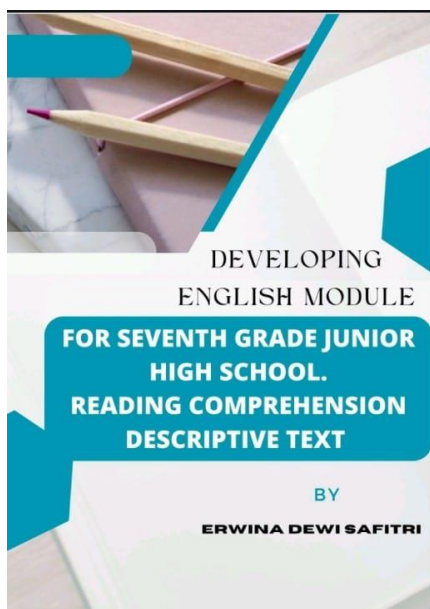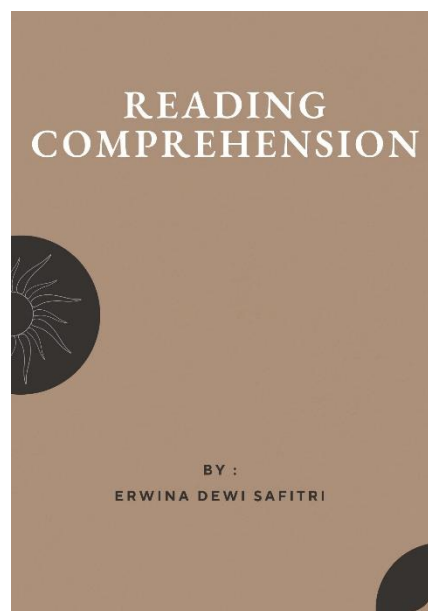
Figure 3.1 Before Revision   Figure 3.2 After Revision

The Process of Development

This stage, we aim to confirm the feasibility of the designed learning module. The evaluation was carried out by giving two questionnaires evaluators: expertise in materials and design. The study of expert answers to evaluation questionnaires is measured using the Likert scale. One media expert lecturer, Rochmat Ulum, M.Pd., and one English teacher, MTs. Al Hidayah Sukonolo Anisa, S.Pd., are the validators. These are the verification's findings.

The result of expert judgment.

Table 3.1 Verification results from Media Expert lectures.

NO	SCALE ASSESSMENT ITEMS	SCALE ASSESSMENT			
		1	2	3	4
		TS	CS	S	SS
1.	Effective and efficient in the creation and application of educational materials			✔	
2.	The visuals used (layout design, typography, color) are good and attractive			✔	
3.	The audio used (narration, sound effects, background sound) is good and interesting			✔	

4.	The learning videos used are suitable for existing problems			✔	
5.	Reliable (The program can run well, will not hang, crash or stop easily during operation			✔	
6.	Compatibility (Learning media can be used with various existing hardware/software)			✔	
	Score				80%

Table 3.1 demonstrates that 80% is the average content fit value. The media that were utilized were rated as "very good" by the survey's respondents because to their deep time interval, which ranged from 81% to 100% on average.The media that were used were rated as "very good" based on the survey's results since they had a deep time interval with an average of 81%–100%.

Table 3.2 Expert Instructor Verification Results of Learning.

NO	BUTIR PENILAIAN	SKALA			
		1	2	3	4
		TS	CS	S	SS
1.	The reading habits mentioned in English the jargon employed in the text is frequently encountered in daily life.				✔
2.	One method for learning English at a fundamental level is to repeat and read sentences in the language.				✔
3.	There are a good number of sentences. There are many statements in English that need to be understood.		✔		
4.	The book has some really intriguing illustrations.			✔	
5.	The book has terminology specific to the major and product advertising sentences.				✔

6.	The book includes usage guidelines to facilitate students' use of it.			✔	
7.	The book includes exercises designed to help pupils become more proficient readers.				✔
8.	The book has inspirational lines that make pupils want to study English more.		✔		
9.	Reading Comprehension is an English proficiency learning media for basic classes Basic				✔
10.	Reading comprehension is an interesting English-Reading learning media.			✔	
	Scores:				82,5 %

Table 3.2 reveals that 82.5% is the average content appropriateness rating. The media utilized were rated as "very good" based on the survey's results since they had a deep time interval with an average of 81%–100%. It is necessary to make some improvements to the product before testing it, according to the findings of expert assessments. It is currently developing as a product. According to materials specialists, created auxiliary The book already had a number of items connected to Go over the language arrangements and topic. But in addition to the assignment section's unclear directions, but also adds a sub-chapter to a chapter that requires a sub-chapterDepending on the specialty of the extracurricular group, a design specialist will provide input on the cover. In addition, design experts also consider this complementary book and to make it more attractive to the reader, because the existing image is too rigid and monotonous, the importance of the made image is also confirmed by showing that the role of the image is decorative or educational (Romney, 2012). Decoration It refers to the aesthetic value that can be aroused a student's enthusiasm in utilizing a textbook for educational purposes, and it alludes to the textbook's purpose as a compilation of guidelines for carrying out tasks and assignments.

Process Of Implementation

The Module was implemented in a class after the validator determined it to be executable. There were 16 pupils in attendance at this point, and the six-hour session consisted of two meetings of 45 minutes each. Activities that

identify, inspire, and advise students of their learning objectives come first in the learning process. Students engage in perception activities where they observe their environment on their own. Following the completion of Se Students were instructed to read aloud from Chapter 1 of How to Do Right Away as part of this assignment. Following a reading exercise where all of the pupils read aloud, the researchers were accompanied. Students divide into small groups of two for the upcoming task. Group members are assigned at random.

Like in Chapter 3 (role-playing), each group participates by taking on the role of a character. The outcomes of applying additional reading books developed are described as follows: (1) Not only did the researchers comprehend the first meeting's guidance on learning much of what was covered in the supplementary reading comprehension, but the students did as well. However, the researchers were well aware of this. I gave a pupil who was still perplexed an explanation. Students prefer to work in groups during core tasks as opposed to working alone. (2) Students at the second meeting already comprehend the module's learning instructions; however, teachers must inspire students to study more and clarify the instructions. The error that was made The children found it difficult to play roles because at the second meeting, new vocabulary that was not utilized in the game "Everyday Activities" was introduced.

Evaluation Results

The module's evaluation phase comes after the implementation step is over. As of right now, the assessment of the extra books the useful aspect of the book is evident. The completion of student response questionnaires demonstrates aspects of practicality. The equation is:

Table 3.4 Students Respond

NO	Name	Item Answer										$\sum x$	N	Score
		1	2	3	4	5	6	7	8	9	10			
1	Student 1	2	4	3	2	2	3	4	2	3	4	29	40	72,5%
2	Students 2	4	2	3	2	3	2	4	3	3	4	30	40	75%
3	Students 3	4	4	3	2	2	3	2	3	2	3	28	40	72,5%
4	Students 4	4	4	2	3	2	3	4	3	3	3	31	40	77,5%
5	Students 5	2	3	4	3	2	3	3	3	2	3	28	40	72,5%
6	Students 6	2	3	4	2	2	3	3	4	4	4	31	40	77,5%
7	Students 7	4	4	4	3	3	3	2	4	2	4	33	40	82,5%
8	Students 8	2	3	4	3	3	2	4	3	4	2	30	40	75%
9	Students 9	3	4	3	4	2	3	4	2	4	3	32	40	80%
10	Students 10	3	2	4	2	4	4	3	2	3	4	31	40	77,5%
11	Students 11	3	4	2	3	2	3	4	3	2	4	30	40	75%
12	Students 12	4	3	2	3	2	3	2	3	4	2	28	40	70%
13	Students13	3	4	2	3	3	3	2	3	4	2	29	40	70%
14	Students14	2	2	3	4	1	2	3	4	3	2	26	40	65%

15	Students 15	2	3	4	3	2	4	2	3	4	2	29	40	72,5%
16	Students 16	2	3	4	3	2	3	4	3	2	3	29	40	72,5%
	Scores													74,625%

Table 3.4 demonstrates how well the students rated the supplementary books. for the outcomes of the feasibility test. utilizing student responses to determine reading comprehension With the average final percentage of students' feasibility test results for textbooks based on the interval scale, at a rate of 74.0625%-82.5%, Values in the flagship program activities at MTs Al Hidayah Sukonolo Secondary School range from 61% to 80%. These activities include the categories that could be utilized as instructional tools. This is similar to earlier research that was similarly successful in that study, where 91.2% of students responded in favor of the proposition that it would be quite feasible to generate more books.

Based on the above results, this module is available. Answers from students show that this module helped them to enrich their references. It was also well suited to meet the needs of students, especially in learning English with reading skills. This result was consistent with other previous studies that have done similar things. product to support English learning (Mubarok dkk., 2020), (Saifudin & Mubarok, 2020), (Sari dkk., 2023), (Zidni dkk., 2023).

4. CONCLUSION

Based on the results of the development research and discussion, it can be concluded that the Module Complementary Book can complement student learning in the lessons with significant differences in English learning outcomes before using the Module and after using the Module. is there a significant effect of using the module to complement students currently learning, In addition, based on observations, students tend to be active in learning English by using the module. From all these results, it is known that
The module Complementary is appropriate and effective for complementing student learning materials.

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