

CHAPTER I

INTRODUCTION

A. Background of Study

A Course or commonly referred to as an (LKP) Course and Training Institute is a non-formal educational institution specializing in targeted skill development. These courses offer focused, short-term training sessions, distinguishing them from traditional schools. Successful course participants receive certificates or statements of completion. Courses serve as vital sources of knowledge, fostering education and character development in students, enabling them to apply values and knowledge effectively in their respective fields. Consequently, the quality of teaching materials is of utmost importance, ensuring that course content aligns with requirements and equips participants with valuable skills in their chosen domains.

When it comes to mastering the English language, effective communication through speaking is a crucial skill that plays a significant role in a child's academic achievements and overall life success. As a result, educators should prioritize the

selection of valuable and relevant conversation materials. Nonetheless, after conducting a preliminary examination at the As-Sulaeman course, it was observed that there is currently a lack of dedicated speaking resources designed for the English learning process. As a supplementary educational institution, the As-Sulaeman course has not yet introduced any books or specialized English speaking materials tailored specifically for English classes.. ¹The issue of book availability presents a significant challenge within the Indonesian education system. English educators acknowledge the scarcity of speaking-focused English learning resources for their subjects. While the critical role of teaching materials in the learning process is well-understood, the supply of such materials remains constrained, particularly in the context of enhancing English speaking skills. Furthermore, existing speaking skills teaching materials often lean towards theoretical content and lack practical opportunities for students to actively refine their skills. For example, the teaching materials titled "Learning Language Skills with

¹ "(PDF) Pembelajaran Dan Bahan Ajar Bahasa: Pengantar Teoretis Yang Disederhanakan," accessed July 13, 2023, https://www.researchgate.net/publication/351624779_Pembelajaran_dan_Bahan_Ajar_Bahasa_Pengantar_Teoretis_yang_Disederhanakan.

Interactive Communicative Approach" predominantly emphasize theoretical concepts in language skill acquisition, teachers have not fully utilized technology-based media and teaching materials, the lack of enthusiasm of students in answering the teacher's questions, students do not listen to the teacher's explanation marked by students joking and talking with their friends outside the topic of the material, the modules used are more dominant in vocabulary and writing.

One of the identified problems is the underutilization of technology-based media and teaching materials by teachers. This shortfall limits the integration of innovative tools and resources that could enhance the learning experience and engagement of students. Additionally, there is a notable lack of enthusiasm among students when responding to teacher inquiries, indicating a potential disconnection between instructional methods and student interests. Furthermore, student behavior during lessons, characterized by distractions such as joking and off-topic conversations, suggests a need for improved classroom management strategies to foster a more conducive learning environment. Another issue lies in the dominance of vocabulary

and writing-focused modules, potentially neglecting other essential aspects of language learning, such as speaking and listening skills. Addressing these challenges requires a comprehensive approach that involves reevaluating teaching methods, implementing interactive and technology-integrated activities, and refining instructional materials to better cater to students' needs and interests.

Moreover, the Researcher have undertaken the creation of electronic modules as speaking resources, with a primary focus on providing students with accessible, practical, and engaging learning materials. Consequently, this research endeavors to craft an E-Module tailored specifically for English speaking content designed for SJ Class students. The development of this E-Module aligns closely with the existing course syllabus.

B. Identification of Problem

Based on the background, the Researcher have been able to identify the problems in this study. Several problems were found, namely:

1. Teachers have not fully utilized technology-based media and teaching materials.
2. The lack of enthusiasm of students in answering the teacher's questions.
3. Students do not listen to the teacher's explanation marked by students joking and talking with their friends outside the topic of the material.
4. The modules used are more dominant in vocabulary and writing.

C. Limitation of Problem

The limitation of the problem in this study is technology-based learning which only focuses on speaking English material. The development of E-Module learning is carried out for SJ Class students in the Bimbel As-Sulaeman course.

D. Research Question

Based on the above background can direct Researcher in determining the formulation of the problem in this study. The formulation of the problem in this research are:

1. To what extent does English speaking course contain?
2. How is competency mapping of English speaking course design?
3. How to the procedures develop E-Module speaking course?

E. The Objectives of the Research

Based on the formulation of the problem above, it can direct Researcher in determining research objectives of the products developed in this study. The objectives of this research are as follows:

- 1) To find out the extent to which the course content speaks English.
- 2) To find out the competency mapping of the English speaking course design.
- 3) To the development of speaking E-Module courses.

F. The Significance of the Research

1. For Writers (Researcher)

With this research, the authors will better understand the use of technology-based media and teaching materials and can implement the results of E-Module development in the future.

2. For Teachers

Teachers can apply the E-Module that has been developed in the learning process in class in an active and communicative manner, in order to improve the competencies to be achieved and provide an overview of short-term work references. It is hoped that this development product will support teachers' success in teaching speaking English for SJ Classes at Bimbel As-Sulaeman

3. For Students

The benefits of this research for students are as a basic foundation for students in achieving competence and influencing the development of individual students. This development product is expected to improve students' learning conditions on speaking English material for SJ Class at Bimbel As-Sulaeman.

4. For Institutions

This development product can be used as a source of teaching materials for SJ Class English courses at Bimbel As-Sulaeman.

G. Previous of Study

This research focuses on the development of speaking syllabus through evaluation. Several previous studies are presented here to build a framework and insight into similar cases. There are Researcher who did topic that are close to the title above. However, Researcher only took five other Researcher as comparison in conducting research. Of the many studies that are similar to this research, the author chooses some of them that are really similar to the big title taken by the author. among others are:

Authored by Diyah Dwi Agustina in 2021, this research project delves into the development of an E-Module designed for project-based learning in speaking courses for general communication. The primary goal is to establish an effective and efficient learning tool. This study falls under the category of research and development (R&D), employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) method. The utilization of an E-Module based on project learning in speaking courses addresses the pressing need to enhance students' speaking abilities, as data indicates that

second-semester students currently exhibit subpar speaking skills. The E-Module is meticulously designed with the aim of fostering effective and efficient learning. By incorporating project-based elements, this E-Module strives to stimulate student creativity and boost their engagement in speaking activities. The analysis phase involves assessing system requirements and aligning E-Module content with the syllabus and RPS for the Speaking for General Purpose course. Planning and design stages encompass the systematic creation of the Speaking for General Communication module, emphasizing system and database design. Results from student questionnaires reveal that a significant majority, 78%, prefer project-based learning activities. Subsequent large-scale trials, comprising notes, suggestions, and findings, inform further refinements to the electronic module product, with a focus on its applicability in real learning contexts. Based on the comprehensive feedback and findings from these large-scale trials, it can be confidently concluded that the electronic module, as a whole, is indeed suitable for use and application in the context of learning Speaking for General Communications courses.

In a study conducted by Yosa Novia Dewi, Mardhiah Masril, Emil Naf'an, and their team in 2018, they focused on the development of an E-Module for English Specific Purpose (ESP) designed for vocational high school students. The aim of this ESP E-Module is to engage students in English learning through an innovative approach. It incorporates appealing elements such as images, learning animations, audio, and interactive exercises that provide instant feedback, enabling students to identify areas where they need improvement. Furthermore, this E-Module is designed to streamline the teaching process for English instructors. By automating exercise corrections, it saves teachers time, allowing them to allocate more resources to enhancing the quality of instruction, such as conducting classroom action research. To assess the practicality of the E-Module, practical tests were conducted with both students and teachers in three selected schools, involving 75 students and 3 English teachers. The results revealed a practicality score of 76.4%, indicating that the E-Module computer application is practical and user-friendly for both teachers and students. The validation test for the ESP E-Module was conducted in four aspects: Physical/Appearance

Quality, Material Quality, Purpose and Role Quality, and Instructional Quality. The validation results yielded an impressive score of 89.5%, indicating that the ESP E-Module is highly valid and suitable for use by both students and teachers. In summary, this research underscores the effectiveness and practicality of the ESP E-Module, offering a valuable resource for enhancing English learning in vocational high schools..

Conducted by Wawan Herry Setyawan and Tantin Nawangsari in 2021, this study aimed to assess the impact of a website-based speaking E-Module on improving students' speaking skills. The research followed a development research framework with a research and development (R&D) design using the Borg & Gall approach. The study unfolded in seven stages: research and information gathering, planning, developing the initial product, field-testing the initial product, revising the initial product to create the final product, field-testing the final product, and making the first product revisions. The results of the study highlighted that experts' assessments yielded a 92% approval rating, categorizing it as highly valid within the range of 81% to 100%. This indicates that the e-learning module is

well-suited for the teaching and learning process, as evident from pre-test and post-test evaluations. In conclusion, the website-based speaking E-Module, especially when used in conjunction with platforms like Zoom, has proven to be highly influential and effective in the context of online learning, as demonstrated in the Pare-Kediri course village..

In a study led by Prof. Dr. Abd. Hakim Yassi and Dr. Kaharuddin in 2018, the primary goal was to enhance the quality of language teaching through a systematic planning process that encompasses needs analysis, the formulation of learning objectives, syllabus and teaching material development, implementation of teaching materials, and evaluation to gauge the curriculum's effectiveness, taking into account the attainment of language teaching program objectives. The research adopted a research and development (R&D) design, utilizing the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. These phases aligned with Richards' theory, which emphasizes syllabus design as a crucial component within the broader context of curriculum development in language teaching. Richards outlines seven

systematic stages in this process, including needs analysis, situational analysis, learning outcomes planning, course organization, selecting and preparing teaching materials, providing effective teaching, and evaluation. The study's conclusion highlights a unique contribution to syllabus design theory, particularly within the realm of curriculum development for English teaching. It offers an alternative perspective and framework for syllabus design, simplifying the process into three systematic stages. This approach aims to provide clarity and guidance for English teachers in designing syllabi and creating appropriate teaching materials for their students, addressing any confusion that may have existed in the past. The complicated language curriculum adopted by pesantren schools in Indonesia led to the overlapping and unwell-arranged of the English course material. Therefore, this study attempted at exploring the students' need for designing the English syllabus to the multilingual 6 students. This study employed the research and development (R&D) method using the model of Borg & Gall. The instruments used in collecting data were the questionnaire of need analysis and interview with 90 students which selected

randomly from three of pesantren schools (IMMIM Modern Islamic Boarding School, Pondok Madinah Islamic Boarding School, and Darul Arqam Islamic Boarding School Muhammadiyah Gombara) in Makassar, Indonesia. The data have been analyzed descriptively using SWOT analysis to identify the internal and external critical factors seen as an important to achieve the objective. The results found that the English syllabus for the multilingual students will be designed by adjusting the multilingual material to the existing language syllabus. It will be different in some of the competencies, types of language, the content of the topics and the context of dialogues, learning activities, and exercises. It mostly focused on verbal and listening skills, while writing and reading were the complement skills. These findings will contribute further to develop the lesson plan and course book for language learning at pesantren schools.

The study conducted by Saidna Zulfiqar, Aminah Suriaman, and Yulini Rinantanti aimed to design an English syllabus tailored to the needs of grade 6 multilingual students at Pesantren schools. The research followed a research and

development (R&D) approach, employing the Borg & Gall model. Data collection involved the use of questionnaires for needs analysis and interviews with 90 students selected randomly from three Pesantren schools in Makassar, Indonesia, namely IMMIM Modern Islamic Boarding School, Pondok Madinah Islamic Boarding School, and Darul Arqam Islamic Boarding School Muhammadiyah Gombak. Descriptive analysis, including SWOT analysis, was utilized to identify critical internal and external factors essential for achieving the study's objectives. The results indicated that the English syllabus for multilingual students would be designed by adapting multilingual materials to the existing language syllabus. Variations would be introduced in competencies, language types, topic content, dialogue contexts, learning activities, and exercises. The syllabus would primarily emphasize speaking and listening skills, while writing and reading skills would serve as complementary components. Moreover, the syllabus incorporated both formal and informal language genres, focusing on everyday communication within the Pesantren environment. In summary, this study underscores the importance of adapting

the syllabus to meet the specific needs of multilingual students, with a strong emphasis on spoken communication within the Pesantren setting, while also recognizing the role of writing and reading as supportive skills.

H. Specifications of Product

The product to be produced in this study is an E-Module design using additional software. The application or software used is a blog that can be used to create e-book products (electronic books), one of which can also be used to create E-Module (digital module).