

DESIGNING ENGLISH LANGUAGE LEARNING MODULES FOR ADVANCED-LEVEL STUDENTS IN SANTA MARIA GANJURAN ORPHANAGE YOGYAKARTA

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Abstract

This paper's aim is to discuss the process of creating engaging and effective learning materials (handbooks) for advanced level students in an orphanage, as well as how the authors utilized Canva as the design tool in developing students' handbooks. Before that, the authors conducted a research which needed analysis of this particular group of students. The authors realize that the success of the teaching and learning process depends on the quality of the handbook, which contains teaching materials that have been arranged based on students' English proficiency and needs. Therefore, all the materials in this advanced handbook are designed to help the students specifically to produce longer sentences and even express their opinions in English. In addition, the authors also focus on the improvement of speaking skills for advanced students, along with several listening materials through barcodes provided in the module, in order to increase students' achievement in verbal communication and the use of technology.

Keywords: Design, Canva, English Handbook, Technology

INTRODUCTION

English Language is a global language that has an important role in all aspects of life, especially in education. English has an important role to weave into one thread and English also has the status of a second language in almost all countries which are not the first language (Ahmad, 2016). In relation to the world of education, English is mandatory, especially in Indonesia. Indonesian students study English from the elementary level to the highest of education. English is one of a number of foreign languages which have been in use for some time or which are coming to be taught (Lauder, 2008). In teaching, the English Language has a variety of teaching techniques that are expected to attract students' interest in learning. It can be the advantages and disadvantages of learning English. The advantage is that there are many learning variations that can be easily developed, but the disadvantage is that it becomes a challenge for teachers to be able to develop this variation of teaching English. Innovation must be continuously carried out by teachers, so that English lessons do not feel boring for students.

In teaching activities, educators have many choices of teaching media to convey material well and easily. The material presented can also be understood and conveyed clearly by students. One of the learning media commonly used by teachers is the learning module. The learning module is a formally structured independent learning experience with a series of learning outcomes and has coherent and explicit assessment criteria (Rufii, 2015). This media is an

essential component in learning that is arranged systematically by a group of people or individuals to be used as a guide for teachers and students. The English learning module consists of English learning materials as well as practice questions to help evaluate students' learning. Designing an English language learning module for advanced-level students requires a focus on refining their language skills and expanding their knowledge of the language.

METHODOLOGY

The methodology that is used to conduct this study is based on ADDIE (short of Analysis, Design, Develop, Implement, and Evaluate). This learning model is easy to use and has a lot of benefits. As stated by Allen & Sites (2012), the ADDIE training model helps instructional designers provide more effectively designed programs, as well as learning objectives and materials that are more clearly defined and structured. The process also allows for a more organized workload both for instructors and learners. The participants of this study are the students of Junior High School and Senior High School that live in Santa Maria Ganjuran Orphanage. In using this method, the authors used various instruments namely interview and diagnostic tests. The author first analyzes the needs of the students and selects the materials that meet the needs of the students, after that the author designs the syllabus, learning module and lesson plan to implement the method. After that, the authors developed the learning materials that have been prepared by the authors for the students, which are learning material for the listening section, reading, structure and written. Then when the authors finish the developing process, the authors will implement the learning materials and plans in the module by using Canva as a tool or media of teaching. The authors design the modules according to the lesson plan so the modules will look structured and organized. Then the authors printed the learning modules and they will share it to students. After all of that is done, the authors will give an evaluation to the students by asking them to fill an online questionnaire via Google Forms that contains several questions about their experience in the class and the teaching process that the authors delivered to them. Furthermore, for this research procedures the author wanted to explain further about the phases of ADDIE that is used as the model

RESULT AND DISCUSSION

Description

This study reports the design of English Language Learning modules for advanced-level students suggested by Allen & Sites (2012). The results will explain how ADDIE helps the authors on designing the learning modules. The results are divided into 5 steps, There are Analysis, Design, Development, Implementation, and Evaluation. Our module title is English Explorer: A Handbook for Advanced Level. The module aims to equip high school students with valuable skills, knowledge, and attitudes that will enhance their abilities in English. By engaging in this module, high school students can gain valuable insights and practical skills that will benefit them in applying English for their daily life.

In unit one, students will learn more about introducing themselves and others. Introducing oneself and others is particularly crucial for high school students as they navigate through academic and social environments. By confidently introducing themselves, students can build connections with peers, teachers, and other individuals in their school community. We provide them with dialogue to help them review how to introduce themselves and their exercise will be pair work and writing dialogue.

DISCUSSION

Analysis

Analysis part is the foundation of all other parts of the instructional design (Muruganatham, 2015). In this part, the potential instructional problems and objectives are identified. Student's knowledge and skills are also evaluated to determine the type and extent of instruction needed.

In this case The author first analyzes the needs of the students and selects the materials that meet the needs of the students, after that the author designs the syllabus, learning module and lesson plan to implement the method. Because of that, it should prepare teaching materials that are easier to understand and access, and also be more stimulating.

Design

The design of this module consists of the syllabus and the materials of the learning process. According to Kurt (2017), the design should be executed with a systematic approach, following a specific set of rules. Data collected or obtained during the analysis phase serves as input for the design phase, helping instructional designers choose instruction strategies and materials that will be most effective for the learners involved.

The author designs the syllabus, learning module and lesson plan to implement the method. The materials that will be designed by the authors have to follow the lesson plan and data that have been obtained and collected so the modules that we design will be more solid.

Development

In this part, the authors create the assets and materials described in the previous design phase. The content includes the overall learning framework, exercises, lectures, stimulations, and other training materials (Mayfield, 2011).

The authors then developed the learning materials that have been prepared for the students, which are the materials for listening section, reading section, structure and written section, also the exercises and expressions for students to study on it.

implementation

Implementation

In this part, the authors deal with the actual delivery of the program or course to the learners. According to Morris et al. (2007) there are three steps to the implementation of the training process which are:

- Training educators to increase their understanding of the course content and materials
- Arranging the learners to ensure they have access to the materials and tools they need to complete the program's activities and ensure expansion for their knowledge

- Setting up an environment that is conducive to learning

The authors will implement the learning materials and plans in the module by using Canva as a tool or media of teaching. The authors design the modules according to the lesson plan so the modules will look structured and organized. Then the authors printed the learning modules and they will share it to students.

Evaluation

This part measures the effectiveness and efficiency of the instructional program. According to Allen (2006), evaluation is the centerpiece of the process. The evaluation process starts with the analysis phase and continues throughout the lifecycle of the learning program.

the authors will give an evaluation to the students by asking them to fill an online questionnaire via Google Forms that contains several questions about their experience in the class and the teaching process that the authors delivered to them

Conclusion

Conducting the whole process of tutoring English language for advanced level students and

creating an English handbook that in accordance with student's needs is a complex process:

- Start by doing a need analysis utilizing appropriate data collection techniques to identify the client's needs, gaps, and desires.
- Create a curriculum for the manual based on the demands of the client.
- Create a useful English manual that addresses all the demands of the clientele and includes all the tasks and manual elements necessary to address the client's issue.
- Implement the handbook based on the need of the students
- Analyze the handbook and teaching process' efficacy

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