

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Review

A. Concept of Developing Learning Module

The module in this research is developed by using ADDIE model. ADDIE is one of the most commonly used model to guide teachers in creating an effective and efficient instructional design (Spatioti et al., 2022). Instructional Design (also known as Instructional System Design (ISD)) is an essential tool for teachers in creating and planning steps for a lesson. The ADDIE model is an instructional system development (ISD) as a common standardized approach used in educational development (Molenda, 2003). The implementation of this approach can help teachers in providing effective instruction. The ADDIE model is widely used by many professional instructional designers for technology-based teaching. The analysis in ADDIE model has become an important aspect in the design of the course as it allowed us to focus on the learner (Peterson, 2003a).

There are five basic steps for designing and developing learning experiences which represent the acronym of ADDIE, namely Analysis, Design, Development, Implementation and Evaluation. Each step of ADDIE model has an outcome that linked and leads to the next step (Aldoobie, 2015). Here are instances of activities at every stage of the development model.

1. Analysis

Analysis is the first stage in the use of the ADDIE development research model. This phase involves assessing the necessity for creating new learning models/methods by addressing issues arising from the inadequacy of existing models/methods in meeting target needs, adapting to the learning environment, incorporating technology, and considering learner characteristics. Analysis can be carried out via observation, interviews, focus

groups, or an examination of written materials like syllabi, articles, course materials, and websites. (Peterson, 2003b)

2. Design

The application of instruction occurs in this phase, consequently it must be planned effectively to support learning through the developed and supplied materials (Aldoobie, 2015). The design process within the ADDIE development research model is a systematic approach that commences by conceptualizing and structuring the content within the product.

This phase closely resembles the process of creating learning activities based on sets of objectives, designing scenarios or learning activities, developing learning tools, design learning materials, and assessing the outcomes of the tools. During this phase, the design of the product is still in the conceptual stage and will serve as the foundation for the subsequent development phase.

3. Development

This stage is a continuation of the earlier design activities and depend. This development phase is dependent on the previous two phases. The following stage of development will go more easily if the analysis and design phases succeed. During this stage, the conceptual framework for the newly developed product is realized into a finished product that is prepared for implementation. Drafting, manufacturing, and evaluation are the three areas that are prioritized during the development process. At this point, designers create or choose materials and media and carry out formative assessments (Seels & Glasgow, 1998).

4. Implementation

This phase is the process of putting the plans into action. In this case, students must be prepared and the learning environment must be organized, such as ensuring students have the materials,

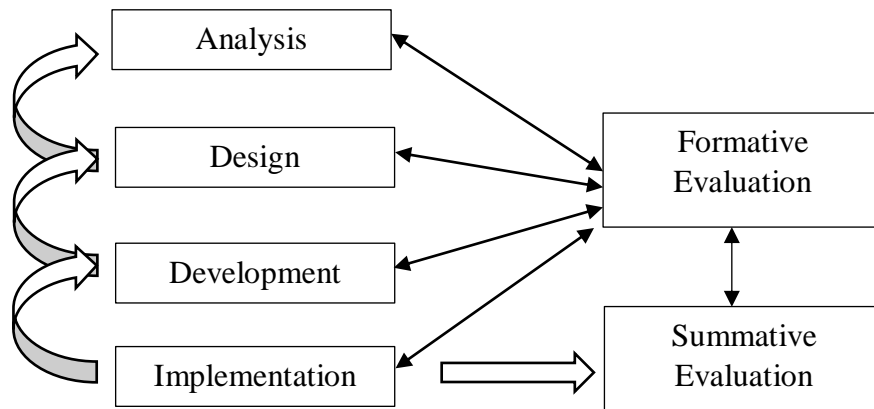
tools, and knowledge to contribute to class. The onset of this phase increases the designer's or instructor's responsibility. Developers need to keep scrutinizing, redesigning, and improving the product in order to provide it efficiently. Without an evaluation and any required adjustments made during the implementation phase, no product, course, or program can be effective.

5. Evaluation

With the help of the students and the instructor, the evaluation phase can take place during the development stage in the form of formative assessments, continue during the implementation phase, and conclude with a summative assessment for instructional improvement at the conclusion of the implementation of a course or program.

Figure 2.1

Steven J. McGriff's ADDIE model instructional system



B. Electronic Module

1. Definition of E-module

Electronic modules are educational resources intentionally structured according to a specific curriculum, packaged for a defined timeframe, and presented through electronic devices such as computers or Android devices. (Sirwan et al., 2021) The term "*e-module*" refers to a module that may be accessed and used electronically via computers, laptops, tablets, or even smartphones. Electronic modules are a type of learning resource that is applicable to recent developments in the form of digital concepts with interactive features. (Yulando et al., 2019)

The benefit of using e-modules over printed instructional materials is that e-modules come with all of the interactive media that students can play and repeat while using e-modules, including audio, video, animation, and other interactive features. Students have the option of self-regulating their learning with the support of e-learning modules, which allow repeating sections for clarity. The teaching and learning process will be more entertaining, flexible, and clear with interactive multimedia (Yulando et al., 2019).

Moreover, the digital module can incorporate video content, images, quizzes, and a forum for answers, providing students with a solution to address the issue of limited knowledge and alleviating the challenges associated with modules requiring significant financial resources. (Sirwan et al., 2021)

2. Characteristics of E-module

According to Daryanto (2013), the module has some of the characteristics include:

1. Self-instruction: students can use the module independently without the help of other parties

2. Self-contained: all the remaining learning material is contained in the complete module
3. Stand alone: the use of the module can stand alone, which means it is not dependent on or not used together with other media/teaching materials
4. Adaptive: the module has adjustments to the development of science and technology and is flexible in use
5. User friendly: the module should be friendly for students to use. The availability of instructions and exposure to information makes it easier for students to respond to and access modules.

3. Module Quality Elements

Modules serve as learning resources for students to support their learning process, so certain rules and components are necessary when designing and developing a good learning module. According to Azhar Arsyad (2004) there are 6 elements as follows

a. Consistency

Consistency is conformity with the provisions of the module that does not change from start to the end. Things that must be consistent are as follows:

- 1) The page format used should use one typeface and the sizes that don't change from one page to another.
- 2) The spacing used and the margins used should not change.

b. Format

Format refers more to the presentation of material and the arrangement of module pages. The things that need attention are as follows:

- 1) If there are many long paragraphs, it should be presented in one column. However, if there are more short paragraphs, it should be presented in the form of two columns.

2) If there is material that is different, it should be separated and given a name/information.

3) If there are differences in the learning methods used, they should be separated and labeled so that the differences can be seen.

c. Organization

The organization in question is the preparation of module components. The things that need attention are as follows:

1) The preparation of chapters, titles, subtitles, paragraphs, and material descriptions is done by making a flow that can be easily understood by students.

2) The preparation of the text should be done in such a way that the information can be easily obtained by students.

3) Sections of text can be separated or marked using boxes.

d. Attractiveness

The attractiveness of a module can be raised or enhanced by presenting material supplemented with pictures, illustrations, writing in bold, italic, underlined, or using various colors.

e. Font Size

1) The size of the letters used to present the material used should be adjusted to the students, the message to be conveyed, and the environment. The ideal font size for print media such as modules is 12 points.

2) The use of capital letters for one sentence should be avoided, because it can cause students to have difficulty reading.

f. Space (blank)

Blank space can be used to provide/add contrast to the appearance of the module being developed. The use of blank space serves to provide opportunities for module users to be able to rest at certain points when the module user's eyes begin to trace the text. The blank spaces in referred to as follows:

- 1) The blank space around chapters, titles, and subchapters.
- 2) Blank space on the margins which serves to focus students' attention on the center of the page containing material.
- 3) Blank space because there is a gap between empty columns, blank space will become wider if the gap is also wide.
- 4) The blank space that occurs due to the change between paragraphs.

The teaching materials must meet the prerequisites of the authorized body, namely the Badan Standar Nasional Pendidikan (BSNP), and the applicable curriculum. Badan Standar Nasional Pendidikan (BSNP, 2007) mentions four components used in textbook assessment. These components include the feasibility of content, language, presentation, and graphics which will be described as follows:

a. Content

The content focuses more on the material that will be presented in the developed module. The things that need to be considered in this aspect are as follows:

- 1) The content or material presented must be in accordance with the scope and rules of the material listed in the curriculum used.
- 2) The material presented must be valid and complete.
- 3) The evaluation must contain questions that are in accordance with the information obtained from the module, and the examples provided must be used to support the learning process and evaluate students' abilities.
- 4) The material presented may not vary according to the field taken or similar fields of study for the same level of education.

b. Language

The things that need to be considered in the aspect of language are as follows:

- 1) The material presented in the module uses good and correct English so that it can be easily understood by students.
- 2) The material presented in the module uses language that is easy for students to understand and adapted to the language skills that students have.
- 3) The material presented in the module uses language that can help improve student development.
- 4) The module must use a sentence structure according to the students' reasoning abilities so that double meanings do not occur.

c. Presentation

- 1) The method used in presenting the material uses the inquiry/experimental method. This method uses an evaluation at the end of each sub-chapter/material that can be carried out by students.
- 2) The module must present material that can attract the interest and attention of students.
- 3) The material presented in the module must be able to challenge and provoke students to continue exploring the material provided.
- 4) The material presented in the module must be clearly and clearly arranged, including chapters, sub-chapters and titles.

d. Graphics

- 1) Illustrations/supporting images included with the material must be relevant and support the content of the text, clear and easily understood by students.
- 2) Material in the form of text and supporting images/illustrations must have a consistent relationship.
- 3) The color chosen and used to support the presentation of the module must be adjusted to the needs.
- 4) The writing format includes letter size, line length, line spacing, and book size according to the press size (A4, A5, B5 or crown quarto).

C. Descriptive Text

1. Definition of Descriptive Text

English learning focuses on strengthening six language skills: listening, speaking, reading, viewing, and writing, and the ability to present different types of texts in an integrated manner. One of the texts that are taught for Junior High school students in learning English is descriptive texts. As stated by Anderson and Anderson (2003, page 26), a descriptive text is a genre of writing that portrays the attributes of an individual, location, or object without incorporating personal opinions.. Descriptive text describes the topic specifically. As stated by (Zemach & Rumisek, 2006), descriptive paragraphs elaborate on the appearance or sensations associated with an individual or something. In addition (Oshima & Hogue, 2007) also stated that a description can be said to be good if the reader can imagine objects, places, or people in his mind either by looks, taste, smell, taste and/or sound. From this we can conclude that descriptive text is a description through the senses of an object, place and person specifically conveyed by the writer to the reader.

2. The Generic Structure of Descriptive Text

According to Gerot and Wignell (1994, page 208) there are two generic structures of descriptive text.

a. Identification

In the process of identification, learners will recognize the phenomenon or subject that is about to be described.

b. Description

The learners will describe specifically parts (physical appearance), qualities (degree of beauty, excellence, or worth/value), and characteristics (prominent aspect are unique) of an object that is being described.

Here is an example of descriptive language which includes the generic structure so that the explanation of the generic structure is clear.

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

Identification

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rain forest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Description

Picnic areas offers toilets, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

Text source : Paul Attwood (1990, page 42)

3. Language Features of Descriptive Text

The language features used in descriptive text based on Gerot and Wignell (1994):

a. Focus on specific Participants

The descriptive text describe particular person, thing, or place which means the subject described should be specific. We can describe person in more specific. For example : my idol, my mother, my cat, Mr. Leo

b. Use of Attributive and Identifying Processes

The clause where Attributive and Identifying Processes typically function is referred to as relational process clauses, categorized as Intensive, Possessive, and Circumstantial clauses (Halliday & Matthiessen, 2013). These clauses have important functions in descriptive texts, including Definition, Classification, Composition, Function, Properties , and Structure (Khorina, 2018).

c. Frequent use of Epithet and Classifiers in nominal groups

A nominal group consists of words with a noun (referring to a person, place, or thing) as its main word, encompassing all supplementary information associated with the noun. In expressing experiences, the nominal group comprises several functional components, with epithet and classifier being commonly utilized in the writing of descriptive texts.

d. Use of simple present tense

The lexico-grammar of descriptive text is dominated with simple present tense. The function of simple present tense used to describe the facts attached to people or things described.

2.2 Relevant Previous Studies

There is some researchers who conduct research and development in various subjects. The first study Developing E-Module for fluids based on problem-based learning (PBL) for senior high school students. The first study conducted by Syofianis Ismail, M. Zaim, Mukhaiyar, and Nurhizrah Gistituati (2019) in “Development of Listening Comprehension Model by Using Youtube for English Students”. They developing English listening comprehension material for college students by using Youtube. The study used ADDIE model which are analysis, design, development, implementation, and evaluation. The instruments used are observation and questionnaires. The result of the study is that majority of the students use social media as medium of learning process and the LCSMB model was suitable to be used in teaching English listening online with task-based approach. (Ismail et al., 2019)

The second study of research and development is a study conducted by Y P Sari, Sunaryo, V Serevina and I M Astra (2019) in “Developing E-Module for fluids based on problem-based learning (PBL) for senior high school students”. This study develops fluids-focused android-assisted learning media (e-module) for senior high school students in grade XI. The research method used is Research and Development (R&D) with the ADDIE models (Analysis, Design, Development, Implement, and Evaluation). The validation result from the learning expert was 84,8% with very good interpretation and result of legibility test was 83% with very good interpretation. This shows that students can apply the fluids e-module as educational material that is engaging for them to use. (Sari et al., 2019)

The third study of research and development is a study conducted by Retno Fitriani and Dian Fadhilawati (2022) in “Developing Digital Module For Assisting The Seventh Grade Students To Write Descriptive Texts Easily”. The type of this study is Research and Development (R&D). The writer used ADDIE model. The Subject were 6 English teachers and 20 students of the seventh grade students from three Junior High School in

Blitar. The result from this study that researcher create digital module for teaching students how to write descriptive texts in junior high school. This book has been validated with the validity score is 93.3 % from material expert and 88.9% from media expert categorized as very valid. It means that the digital module that has been developed can be alternative media and supplementary material for English learning. (Fitriani et al., 2022)

From the previous studies discussed above, this study has similarities to previous studies which is developing a teaching material using ADDIE model. But in this study, the researcher wants to create English teaching material in form of E-module for Junior Highschool Students. The researcher also takes different place which conduct in one of Junior Highschool in Cirebon