

DEVELOPING ENGLISH LEARNING MODULE THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH FOR ECONOMICS EDUCATION STUDENTS

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Abstract

The goal of this research is to create a Communicative Language Teaching based module for Economic Education Department Students of STKIP Muhammadiyah Sampit. The research was carried out in an R&D manner. The data was gathered using questionnaires and documents. The participant of this research was First semester students of Economic Education of STKIP Muhammadiyah Sampit. The researcher Yalden's model when creating the module that are needs analysis, development, validation and revision, testing, and final revision. A thematic analysis of the qualitative data was performed. According to the findings of the need analysis stage, students need a module to help them mastering English for Economic Education. As a consequence of analysis, the researcher will design and build the materials. The researcher must validate the product before it can be made available to end customers. Finally, the study's findings demonstrate that the modul provided to Economic Education students at STKIP Muhammadiyah Sampit meets their educational needs.

Keywords: English module, Communicative Language Teaching, Research and Development, Economic Education

1. INTRODUCTION

The dynamics of science and technology at this time place English as an important language. The use of English in Indonesia is no longer only limited to international purposes such as the need to travel abroad, but also local communication such as for literacy purposes, work, and so on. Language learning does not only focus on learning about language but also on learning through language [1]. This is the basis for the growth of English for Specific Purposes (English for Specific Purposes) or known as EAP. The study program then made this EAP Concept a course with materials that were adapted to the study program.

This study aims to develop a CLT-based English learning module for Economic Education students at STKIP Muhammadiyah Sampit. At this college, learning English is included in the curriculum in all study programs (Prodi) including Economics Education. This study program incorporates learning English into the first-semester curriculum. This English course focuses on understanding English in general, namely the ability to read, speak, listen, and write or what is known as Language Skills. This is based on STKIP Muhammadiyah Sampit's policy of taking the TOEFL test as a prerequisite for graduation. This policy is an implication of the influence of globalization so that the competitiveness of graduates in the world of work is getting better [2]. The consequence of this policy is the need to adjust English teaching materials so that students have good English proficiency as shown by good TOEFL scores.

To achieve this target, the availability of quality teaching materials that facilitate students to study both guided and independent, as well as groups and individuals with approaches that are in line with the mainstream, is an absolute necessity to be fulfilled. Based on the results of the analysis of textbooks and observations of teaching and learning activities in the classroom, it was found that (1) existing textbooks do not yet have an integrated approach to the four components of language skills which can be seen from (2) teaching materials that focus on the explanation of the material is not a student learning activity so that (3) teaching and learning activities in the classroom tend to be lecturer-centered. This results in (4) low student achievement.

The Communicative Language Teaching (CLT) approach was chosen because it was considered the most appropriate to achieve the formulated goals. This is following Wardani, Basthomi, and Sunaryo's opinion that the English material must be adapted to the objectives formulated at the beginning [3]. CLT aims broadly to apply the theoretical perspective of the Communicative Approach (CA) by establishing communicative competence goals for language teaching and by acknowledging the interdependence of language and communication [4]. CLT is categorized as a learner-centered approach to language teaching and learning [5]. Educators at CLT function as mentors and mentors. So, when students make mistakes in learning English, educators will tell, guide, and correct their mistakes in the end. They also provide advice and motivation to motivate them to learn English [4]. Therefore, this study aims to develop a CLT-based English learning module for Economic Education students at STKIP Muhammadiyah Sampit.

2. LITERATURE REVIEW

Teaching Materials and Development of Teaching Materials

Teaching materials are a vital element in the success of the teaching and learning process. This is because teaching materials are one of the instruments and guidelines in carrying out the teaching and learning process for teachers and students. According to the National Center for Competency-Based Training, materials teaching in all forms of materials that are used to help teachers or instructors in carrying out the process of learning [6].

In developing teaching materials, a long, targeted, and the affordable plan is needed. According to Arum (2006), there are several principles that we must adhere to in choosing teaching materials. The first is relevance. Learning materials should be relevant or related or related to the achievement of competency standards and basic competencies. The second is constancy. If the basic competencies that must be mastered by students are four kinds, then the teaching materials that must be taught must also include four kinds. The third is sufficiency. The material taught should be adequate in helping students master the basic competencies being taught [7].

Communicative Language Teaching (CLT)

Saovapa explained that CLT is a learning model that is specifically intended to increase learning potential [9]. By using CLT, students' speaking ability will increase. It's caused in the classroom; educators use the target language (English) in teaching. And if students do not understand, educators can use their mother tongue. However, as much as possible educators and students should avoid using the mother tongue [4].

According to Arends, there are four keys in implementing the CLT model, namely (1) students work together in groups to achieve learning objectives, (2) each group has the same composition of achievements, namely high, medium, and low, (3) if possible, groups should consist of both men and women, and (4) the award is given to the best group [10]. Later, Jacobs and Kimura emphasize four principles in the implementation of the CLT, namely (1) grouping are heterogeneous, (2) teaching collaborative, (3) maximizing the groups in pairs (pair-work), and (4) providing an opportunity that is equal for all participants [11]. Module Learning English English for students of Educational Economics will be drawn up using the model CLT with the activity that is diverse and tailored to the purpose of learning and by integrating language skills proportionally following the principles above.

3. RESEARCH METHODS

3.1 Research Design

The method used in this research is the research and development method (Research & Development). This research and development were carried out by following the Yalden model called Language Program Development (LDP) which consisted of several stages, namely (1) need analysis, (2) development, (3) validation and revision, and (4) trial. and (5) final revision.

The development of materials teaching is a process that is lengthy and systematic. There are five stages were passed: (1) analyze the needs (needs), the desire of students (wants), and the material of the syllabus, (2) develop CLT based approach materials teaching, (3) validation and revision of the experts in the field of development of materials teaching EAP, (4) tested a prototype that has been revised, and (5) revise back prototype results from test try and produce a module version of the final.

3.2 Participants

The subjects of this research and development were students of the 1st semester of the STKIP Muhammadiyah Sampit in Economic Education Department. The initial and final stages of this research took approximately 10 months.

3.3 Instruments

In data acquisition, quantitative data were obtained from an analysis of the need for learning English, the results of expert validation, assessment of teaching lecturers, assessment of research subjects, and observations of lecture implementation. Qualitative data obtained from comments and suggestions about product development, as well as the results of data conversion. Data collection techniques were test and non-test. The data collection instruments in this study consisted of validation sheets, lecturer assessment sheets, student response sheets, observation sheets, and learning motivation questionnaires. The data obtained was used to determine the validity, practicality, and effectiveness of the developed product.

3.4 Data Analysis

In analyzing the data, quantitative data in the form of a Likert scale with 5 categories of assessment were converted into qualitative data with reference to the formula adapted from Widoyoko (2009) in Table 1 [15].

Table 1. Data Conversion Criteria

Score Interval	Category
$X > i + 1,8 S_{bi}$	Very Good
$i + 0,6 S_{bi} < X \leq i + 1,8 S_{bi}$	Good
$i - 0,6 S_{bi} < X \leq i + 0,6 S_{bi}$	Fair
$i - 1,8 S_{bi} < X \leq i - 0,6 S_{bi}$	Poor
$X \leq i - 1,8 S_{bi}$	Very Poor

4. FINDINGS AND DISCUSSION

The results of readability, which include five factors, can be demonstrated based on the data findings: font size, word choice, content, basic content of instructions, and layout. The data gathered in the Expert Step can be used to infer that the product can be used in general. And because the Expert data score is already legitimate, this product does not require many adjustments. This indicates that the product has been put to use. In general, it may be determined that the product can be applied based on the data collected during the One-to-One stage. However, due to the One-to-O results, the product will need to be somewhat altered. The product appears to be suitable based on the data collected during the Field Test stage. The typical Field Test Data that obtains ideal results, which are genuine, can attest to this. Finally, this product is ready for use in the educational process.

As an updated reference, the researcher examines the data from the Expert and One-to-One steps in this part. It can be noticed from the Expert and One-to-One data that the product is missing two markers. As a result, the researchers made minor changes

to the product, reducing the learning level and clarifying the directions for pupils. The researcher studied data from the Small Group in this iteration. As can be seen, the data does not reveal any product flaws on the same indications as the first iteration, such as font size, word choice, content, basic content of instructions, and instructions layout.

The data's scores, on the other hand, are accurate. In addition, both received valid grades for font size, word choice, content, instruction base content, and exploration layout. Finally, the product improved overall, despite the fact that the level of font size, word choice, substance, basic content of the instructions, and the arrangement of the instructions were still deemed to be nearly flawless. The researcher evaluates the data from the Field Test as a reference for the Final Product Revision in this part of the revision. The Field Test value grows in order to be valid, according to the data. This product is valid in terms of font size, word choice, content, basic substance of instructions, and conclusion arrangement.

6. CONCLUSION

After completing research on Economic Education students at STKIP Muhammadiyah Sampit, the researchers drew the following conclusions, Materials that can be developed in the CLT Book Materials as a medium for teaching English for academic purposes. The material in this book can be a useful learning media in helping learning. Based on the conclusions above, the product of this research can be applied to learning English for Economic Studies. This media can be used not only in this class but also at home as an interactive learning medium.

This study is significant because it aims to develop a Material in Communicative Language Teaching (CLT) application as a tool for Economics Education Students at the STKIP Muhammadiyah Sampit to learn and evaluate English for Academic Purposes. The researcher suggests, based on the findings of this study:

1. to employ Communicative Language Teaching (CLT) based English Materials as a medium for teaching English for Economic Studies to students.
2. to make more fascinating Communicative Language Teaching English Material, such as English for Academic Purposes in another field area, should be developed by future researchers so that students are interested in studying English.

The researcher then makes a recommendations based on the preceding conclusion that for another lecturer, they can use module to assist students in learning English for Academic Purposes.

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