

VALIDITY TESTING OF DEVELOPED GENERAL ENGLISH MODUL FOR UNIVERSITY STUDENTS AT PGRI SILAMPARI UNIVERSITY

Yulfi¹

Universitas PGRI Silampari

Ayu Oktaviani²

Universitas PGRI Silampari

Rahmatika Sri Dewi Rizki³

Universitas PGRI Silampari

yulfipatmo@gmail.com¹

Submit, 13-12-2023

Accepted, 11-06-2023

Publish, 13-06-2023

ABSTRACT

This research aimed to determine the expert validity of the developed module, "General English Modul," at PGRI Silampari University (UNPARI). The method used in this research was descriptive qualitative. There were three experts in validating the module. They were experts in content, expert in instructional design, and expert in media. The instrument used in collecting data was a questionnaire. In analyzing data, the researchers read all comments given by experts for each exercise (data condensation). After that, the researchers interpreted the comment and rechecked by the experts (data display). Finally, the developed model was revised based on the suggestion. The results showed that for content validity, the expert concluded that the module was high validity, but she suggested some revisions. In validating instructional design, the expert also received the model but with some revisions. Furthermore, the last, some aspects of media, such as the brightness of the cover, pictures, and color, must be revised. Finally, in conclusion, the module of General English subject at UNPARI was accepted with some revision.

Keywords: General English Modul, Validity

INTRODUCTION

As an international language, English has been taught as a compulsory subject in Educational institutions from Elementary to University levels (Dita et al., 2020). In Indonesia, it is mentioned in UU number 12, the year 2012, about *pendidikan tinggi UU* number 20, the year 2003, about *sistem pendidikan nasional* that university students need to master English as one of the international languages. The regulations are related to national demands in communication instruments for international interaction. Learning material or media in the teaching and learning process is needed to achieve English mastery for university students.

As stated by Yulfi & Syaprizal (2020), lecturers should design and develop their own English teaching materials at the university level. However, it is not easy for them. They must set aside their busy time to prepare lesson plans, choose appropriate assessment instruments, and so forth.

Developing material for a specific subject is needed. For example, Hamdan et al. (2021) designed a learning media based on a blog website for PKBM Damai tutors in Musi Rawas District. This media is in the digital media platform to support the teaching and learning process in this PKBM.

In another research, Dewi et al. (2018) developed E-module English for a specific purpose based on the application for vocational students. It is carried out in the development stage based on the Four-D Model. There are define, design, develop and disseminate. The E-module application developed aims to be accessible to teachers and students. It is designed attractively and innovatively because it is equipped with images, learning animations, audio learning, and exercises that can give feedback (answers) instantly; this module provides simulations for students about the use of computer applications. The practical test of e-module application is used to determine the practicality of using e-modules computer applications by users. This test was carried out by e-module computer application users, namely students, and teachers in three selected schools, which consisted of 75 students and 3 English language teachers. The practicality test results show that the practicality score for using e-module computer applications is 76.4%.

One of the learning materials that lecturers can use to support their teaching activity and help the students to master English as a general English subject is a module. Modules contain material that aims to enable learners to learn independently or with the guidance of teachers in teaching and learning activities and ways to evaluate, designed systematically and interestingly to achieve the competencies and learning goals (Anjar, 2019). Using the module allows the students to learn by themselves (Ahmad, 2017).

While UNPARI is one of the private universities in Lubuklinggau which adopt English as one of the compulsory subjects for every study program, students should master English to support their basic competency in their study program. Despite this, based on interviews with some students who learn General English subject, they stated that some problems were occurring during the General English learning process, such as they were unmotivated to learn because they did not have a handbook, module, or other learning media, they also still have difficulties in sharing their ideas orally and written because of lack of vocabulary mastery and comprehension of Grammar.

In order to solve problems faced in the General English teaching and learning process and to achieve the learning objectives of this subject at UNPARI,

it is necessary to develop a model. The module will support the teaching and learning process at the university level. The module is designed based on ADDIE (Analysis, Design, Developing, Implementing, and Evaluation). It has developed and needs to be validated by content, instructional design, and media experts. Based on the explanation above, the researchers thought it was necessary to conduct a research entitled: Validity Testing of General English Modul for Students at UNPARI.

LITERATUR REVIEW

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL teachers may be native or non-native speakers of English. TEFL may also refer to a particular methodology for teaching people whose first language is not English but who need to learn it for work or choose to learn it for leisure. These students may be adults or children. They may be paying for the courses themselves, or their employers or parents are paying for them. Many are highly motivated and literate and already have an aptitude for languages. However, many others are not motivated because they dislike learning English. They learn English because certain situations force them to learn. In this situation, English teachers must motivate them by engaging them in a joyful learning environment.

While in Indonesia, English is still taught as a foreign language, besides, students have to master the Indonesian language as their first language. Indonesia is a nation where the population uses *Bahasa Indonesia* as the lingua franca, and English is considered a foreign language. But in most central cities in Indonesia, English is often used in delivering speech, material, and message in one interaction (Nufus, 2018).

In the learning process, activities are carried out among teachers and students. In conveying or transmitting messages in the form of knowledge (cognitive), skills (psychomotor), and inculcation of attitude values (affective) to students, intermediaries are needed. Intermediaries in transmitting the message include learning media. Learning media itself is defined as an intermediary or introduction to the source of the message to the recipient of the message to be able to stimulate thoughts, feelings, attention, and willingness to encourage the emergence of a desire to be involved in the learning process (Abi et al., 2020).

Learning Media is every person, material, tool, or event that can create conditions that allow learners to receive knowledge, skills, and attitudes (Purwono, 2018). In addition, Smaky says that learning media is a tool that works and is used to convey the message of learning (Suryani et al., 2018). Besides, the use of learning media in the learning process can awaken new desires and interests, generate motivation and stimulation learning, and even bring psychological influences to

students (As-Syifa, 2018). However, media works and can be used to convey messages when learning. So, it can be concluded that learning media is a tool used to convey the message of learning delivered by the message source to the recipient of the message.

One of the intermediaries needed in the learning process is a module. Herawati and Muhtadi (2020) stated that by using modules, students could learn individually without teachers beside them. They can explore the material and do exercises in the module by themselves. In addition, students can learn based on their learning level and check their achievement at the end of the learning process. The existence of a module gives a chance for them to do remedial or solve their weaknesses in learning, and they can find some exercises or evaluations given continuously. Anjar (2019) also adds an explanation about the module. He states that modules contain material that aims to enable learners to learn independently or with the guidance of teachers in teaching and learning activities and ways to evaluate, which is designed systematically and interestingly to achieve the competencies and learning goals.

In developing a model, the researchers used ADDIE (Analysis, Design, Development, Implementation, and Evaluation). After doing Analysis, design, and development, the module will be validated by experts.

RESEARCH METHOD

The research was conducted at PGRI Silampari University, which is located on Mayor Toha Street, Air Kuti Village, Lubuklinggau City. This is a location where the learning process took place. And the researchers used a descriptive qualitative method. The subject subjects of this research were three experts, an expert in content, an expert in instructional design, and an expert in media. In collecting the data, a questionnaire was used. The questionnaires were in the form of yes/no answers and giving comments. It meant that the questionnaires were open and close-ended.

Questionnaires for experts were to know the quality of the module produced. The experts were asked to answer by using a checklist of their opinions answered in the questionnaire. The scoring that is used is 5, 4, 3, 2, which represent the evaluation form, strongly agree, agree, neutral, disagree, strongly disagree. The result from the questionnaires came from the experts was used as guidance for revising the supplementary General English model. The specifications of questionnaires in the expert review were described in the tables below:

Table 1. Specification of Validation Sheet of Content English

Aspects	Number of statements
1. The appropriateness of content with students' characteristic	1, 2
2. The accuracy of the language	3, 4
3. The presentation of contents	5, 6
4. The linguistic aspect of the contents	7
5. Exercises and evaluation aspects	8, 9, 10

Source: adapted from Tessmer in Saraswati (2020)

Table 2. Specification of Validation Sheet of Instructional Design

Aspects	Number of statements
1. The appropriateness between material and syllabus	1
2. Presentation of materials	2,3
3. The effectiveness and efficiency of achievement of learning objectives	4, 5
4. The appropriateness of the product with users' characteristic	6
5. Implementability of instructional design and evaluation aspects	7, 8, 9, 10

Source: adapted from Tessmer in Saraswati (2020)

Table 3. Specification of Validation Sheet of Media

Aspects	Number of statements
The appropriateness of the module with students' characteristic	1
The appropriateness between modules with contents	2
Media qualify	3,4,5,6,7,8,9,10

Source: adapted from Tessmer in Saraswati (2020)

Data gathered were analyzed by applying three concurrent activity flows: data condensation, data display, and drawing conclusions. In analyzing data, the researchers read all comments given by experts for each exercise (data condensation). After that, the comment was interpreted by the researchers and rechecked by the experts (data display). Finally, the developed model was revised based on the suggestion.

The validity of the product was determined by experts' reviews. After reviewing the material in the module, the experts would give their judgment through a questionnaire in the form of a Likert scale with a score ranging from 1-5 and write their comments on it. Their comment would be used as a basis to revise the developing English supplementary reading module based on local content. To determine the validity level of the product, the range of scores can be used score conversion by dividing the range by the objected category as follows:

$$Validity = \frac{\text{the number of scores that get}}{\text{the total statement}}$$

After getting the results of the validity score and coordinating the average score of the obtained total score from the three experts' judgment, the data would be converted as follow:

Table 4. Criteria of Validity

Average Score	Category
4.21- 5.00	Very high
3.41- 4.20	High
2.61- 3.40	Moderate
1.811-2.60	Low
1.00-1.80	Very low

Modified: kubiszyn & borich (2008)

FINDING

After the researchers designed the model, the module would be checked by experts. There were three experts who validated the module, 1) the expert of content, 2) the expert of instructional design, and 3) the expert of media. The experts' validations were as follows:

1. Language/ Content Validity

In this research, the validation of the content validity which conducted on November 28th, 2022, by Miss Dewi Syafitri, M.Pd. She is one of the lecturers of General English at UNPARI and become one of the syllabus developers. As a content validity expert, she evaluated the appropriateness of contents with students' characteristics, the accuracy of the content, the accuracy of the language, the presentation of contents, Linguistics aspects of the contents, and exercises and evaluation aspects. The result of the validation analysis of content is presented in the following table:

Table 4. Validation of Content

No	Aspects	Numbers of statement	Score
1.	The appropriateness of contents with students' characteristics	1 and 2	4
2.	The accuracy of the content	3 and 4	9
3.	The presentation of contents	5 and 6	9
4.	Linguistic aspects of the contents	7	4
5.	Exercises and evaluation	8,9, and 10	12
Total		10	38
Average		3.8	
Remarks		High	

The average score for calculating the questionnaire answered by the expert is 3.8. This score is interpreted by criteria of validity testing. 3.8 was in High criteria for content validation.

2. Media Validity

The validation of media validity was conducted on November, 25th 2022 by Sir Dr. Dodik Mulyono, M.Pd., the lecturer of the Mathematics Education Study Program, which evaluated the appropriateness of interactive multimedia for student characteristics, the appropriateness between interactive multimedia with contents and media qualify. The result of the validation of media is presented in the following table:

Table 5. Validation of Media

No	Aspects	Numbers of statement	Score
1.	The appropriateness of interactive multimedia for student characteristics	1	4
2.	The appropriateness between interactive multimedia with contents	2	4
3.	Media qualify	3,4,5,6,7,8,9, and 10	32
Total		10	40
Average		4.0	
Remarks		High	

The average score for calculating the questionnaire answered by the expert of media is 4.0. This score is in the High criteria. It means that the module has a very good qualification in media, but it still needs some revision.

3. Instructional Design Validity

The validation of the instructional design was conducted on November 27th, 2022, with the expert Miss Swastika Selli, S.Pd., M.A., the lecturer of the English Education Study Program, who has expertise in linguistics. She evaluated the appropriateness between material and curriculum, the presentation of materials, the effectiveness and efficiency of achievement of learning objectives, the appropriateness of the product with users' characteristics, the implementability of instructional media, and evaluation. The result of the validation instructional design is presented in the following table below:

Table 6. Validation of Instructional Design

No	Aspects	Numbers of statement	Score
1.	The appropriateness between material and curriculum	1	5
2.	Presentation of materials	2 and 3	9
3.	The effectiveness and efficiency of achievement of learning objectives	4 and 5	9
4.	The appropriateness of the product with users' characteristics,	6	4
5.	Implementability of instructional media	7	4
6.	Evaluation	8,9, and 10	12
Total		10	43
Average		4.3	
Remarks		High	

Based on the table that has been presented by the researchers above, it can be concluded that General English Modul was valid remarks and worth testing with revision based on the suggestions and recommendations.

DISCUSSION

The proper teaching materials determine successful teaching-learning activities. Teaching materials are required to adapt to the current situation of the institution, curriculum, and learners (Imron et al., 2021). Related to the developed model in this research, it was one way to increase successful teaching and learning activities.

The procedure of conducting research and development (R&D) by using the ADDIE Model among the five stages has interrelation (Ahmad, 2017). First is an analysis; in this phase, the researchers analyze the students' needs. The second is design; in this phase, the researchers design the needs of the students by asking the expert to support them. Third is development; the researchers develop the demands of students and experts. Fourth is implementation; the researcher implements the design, which had been developed together from the needs of students and experts. The last fifth is evaluation; the researcher evaluates the activities from the beginning. If it does not work well, the researchers could review the previous activities to improve.

Based on the results of the research described in the findings, it can be interpreted that the model was valid and need to be revised. The first expert, who focuses on content validity, she has validated the module on November 28th, 2022. She validates the appropriateness of contents with students' characteristics, the accuracy of the content, the accuracy of the language, the presentation of contents, Linguistics aspects of the contents, and exercises and evaluation aspects. The first aspect which validates in content validation is the appropriateness of content with students' characteristics. The total score for this indicator was 8. She argues that the module will be easy to be used for the students, and the module already serves bilingual that helps the students to understand the material. The next indicator, the accuracy of the content, gave 9. It meant that the model still needed to be revised in several parts, and the model was still in line with the syllabus of the General English subject. The third indicator was the presentation of contents. The score was 9. She suggested always attaching the source of the reading text and that the material was in good order. Then, for the linguistics aspect of the contents, there were a few parts of the language pattern ungrammatically, so the researchers needed to revise them. The last indicator was on exercises, and the evaluation was on 12 points. The expert suggests paying attention to instructions for each exercise. Finally, the comment given by the expert was the module has high validity in content and is still valid with revision.

The next expert was focused on media validation. The model was validated for media on November 25th, 2022. The expert evaluated the appropriateness of interactive multimedia for student characteristics, the appropriateness between interactive multimedia with contents, and media qualify. The first indicator in media validation is the appropriateness of interactive media for students' characteristics. He suggests giving motivation, such as wise words that can motivate students to learn English. It is in line with what Hamalik stated that learning media should generate new desires and interests, generate motivation and stimulation of learning activities, and bring psychological influence to students (Hastuti et al., 2017). The next indicator is the appropriateness of interactive multimedia with content.

The module was good at relating pictures and videos to the material in the syllabus. While for media quality, the expert suggests adding the size of the word and rechecking the name of the module. There is a minor revision in the form of color selection. This corresponds to Thabroni (2018) selecting of the dominant main color and matching it with the relevant harmonious color. He concluded that the model was high in validity with some revision.

The third expert was instructional design validation. The validation was done on November 27th, 2022. Instructional validation was focused on the appropriateness between material and curriculum, presentation of materials, the effectiveness and efficiency of achievement of learning objectives, the appropriateness of the product with users' characteristics, implementability of instructional media, and evaluation. Based on her validation, the appropriateness between material and curriculum is good. The researcher has designed the model based on the syllabus used for the General English subjects. Next, related to her validation of the effectiveness and efficiency of achievement of learning objectives, the model is effective and efficient in achieving the learning objectives because the model was designed based on the syllabus itself. Then, the module is already designed with consideration of the characteristics of the students. The implementability of instructional media of the module is easy for to be implemented and understand by the students. Finally, the evaluation of the model still needs to be developed and cover all material in every chapter. She stated that the model is valid (high validity) and still needs to be revised.

CONCLUSION

Based on the formulation of the focus and the results of the research described above, the researchers concluded that this research produced General English Modul for Students at UNPARI is worth using based on the validation results of experts with criteria worth using. For content validation, the score was 3.8, with high validity. The expert of media gave 4.0 as high validity. And the last instructional validity was high validity, with a score of 4.3.

REFERENCES

- Abi Hamid, M., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., Simarmata, J. (2020). Media pembelajaran. *Yayasan Kita Menulis*. Medan
- Ahmad, A. (2017). Developing Cooperative Learning-Based E-Module to Teach Basic English Grammar of the First Semester of English Study Program Students at FKIP-UIR. *J-SHMIC*, 4(2), 1-11. <https://doi.org/10.31227/osf.io/34rhg>
- Anjar. (2019). Modul: Pengertian, Karakteristik dan Tujuan Pembuatan Serta Komponen-Komponennya. Retrieved on July 17th 2019, from <http://www.wawasanpendidikan.com>.
- As-Syifa, D. (2018). *Media Pembelajaran*. Jakarta: Rajagrafindo Persada.

- Dita, A. Syaprizal. Triyogo, A. (2020). Developing Listening Materials Based on BOTTOM Up Strategy for Students of English Education. *English Education, Linguistics and Art Journal*. 1(1), 17-24. doi: <https://doi.org/10.31539/edulia.v1i1.1566>
- Hamdan. Triyogo, A. Ardayati. (2021). Pembuatan Media Pengajaran Online berbasis Website Blog bagi Tutor PKBM Wujudkan Kejar Paket A, B dan C Yng Handal di PKBM Damai Kecamatan Muara Beliti Kabupaten Musi Rawas. *Bakti Nusantara Linggau Journal*. 2(1), 20-25.
- Hastuti, N. L., Waryanto, N. H., & Retnowati, E. (2017). Pengembangan Media Pembelajaran Matematika Berbasis Edutainment Berupa Android Mobile Game Untuk Siswa SMP Kelas VII Pada Materi Segi Empat. *Jurnal Pedagogi Matematika*, 6(2), 67-75.
- Imron, A., Asri, A.N., Suryadi, S.B. (2021). Development of English Teaching Module for Electrical Engineering Study Program. *Saga*. 3(1), 69-80. doi: <http://doi.org/10.21460/saga.2022.31.120>
- Kubiszyn, T., & Borich, G. (1993). Educational testing and measurement: Classroom application and practice. New York, NY: Harper Collins College Publisher.
- Nufus, Tatun, Z. (2018). Teaching English for Young Learners in Indonesia. *English Language in Focus*, 1(1), 65-70. doi: <https://doi.org/10.24853/elif.1.1.65-70>
- Purwono, J. dkk. (2018). Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1 Pacitan. *Jurnal Teknologi Pendidikan Dan Pembelajaran*.
- Thabroni, G. (2018). *Perpaduan Warna Harmonis menggunakan Teori Warna & Seni*.
- Saraswati, S., Rodliyah, I. (2020). Blended Learning Berbasis Edmodo: Proses Pengembangan pada Mata Kuliah Kalkulus Dasar. *Jurnal Gantang*, 2, 133-142. DOI: <https://doi.org/10.31629/jg.v5i2.2415>
- Suryani, Setiawan, N., Putra, A. (2018). *Media pembelajaran inovatif dan pengembangannya*. Bandung: PT Remaja Rosdakarya.
- Yulfi, Y., & Syaprizal, S. (2020). Developing Supplementary Speaking Material in Digital Media. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 150-160. <https://doi.org/https://doi.org/10.31539/leea.v4i1.1620>