DESIGN E-MODULE OF ENGLISH SPEAKING MATERIAL FOR STUDENTS AT NURUL HUDA ISLAMIC BOARDING SCHOOL

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Abstract This development teaching material is in the form of an e-module (Electronic Module). This research uses the R&D (Research And Development) method, the researcher explains the design for making e-modules until the teaching material product is completed in all processes. Researchers tested the product by validating the e-module from 3 sides, namely: 3 material validators, 3 editing media validators and 3 tutors. This product was designed using 3 applications: the Canva website, Microsoft Word 2013 and a professional PDF flipbook. And this product was completed within 5 months, from February to June. And it has been tested on a small group consisting of several students at the central girls' dormitory of the Nurul Huda Sukaraja Islamic Boarding School. The research results show that this e-module is valid and suitable for use in learning to speak English, the percentage of validity results for media experts is 91% (very valid) and material experts is 82%. (very valid). And the tutor's practicality test percentage is 89% (very valid). In this case, it shows that students are interested and actively participate in using e-modules, with the questionnaire response results getting a score of 86% (very valid) which shows that students are interested and enthusiastic about e-modules. Positive student response to the e-module. This product can be an effective tool for improving students' speaking skills.

Keywords: E-module; Teaching Material; Speaking Ability

INTRODUCTION

In The English was the most widely spoken language in the world but English was the official language used in the world. English also very important because now days was not only talking about cross-country communication but English was also very much needed in the business world, cross-border business communication was most often done in English and many international companies expected their employees to be fluent. Seen how difficult English was as a foreign language, it turns out that it also has many problems. Many problems occur when this speaking role was needed in understanding and practice in the academic world, both formal and non-formal, campuses, courses, and the world of work. Especially the problem of speaking in Indonesia.

Speaking was an activity that involves or more people in which the participants were listeners and speakers have to acted on what they heard and given their contribution, Brown, (2004: 140). The explanations that have been described by previous researchers it is very clear that speaking was very important and has a high level of contribution in communicating in any field and in any problem. Brown (2001:268-269) suggests four dimensions of speaking skills namely fluency, accuracy, pronunciation, and vocabulary. and all specs of students' speaking development skills will be listed in the final product.

Based on Noprival, (2016) Learning English in a multilingual country was a big challenge, because foreign languages are learned by students after getting their regional and national languages. Many international students find their spoken language a barrier to getting a job after they graduate. This was because students' speaking skills were ambiguous

although the motivation to Boarding School Subang, West Java, Nahdhatul Wathan Batam Islam Boarding School, Raudhotul Ulum Islamic Boarding School, Salatiga, Palembang, and in East Oku is the modern Nurul Huda 2 Islamic boarding school, East Sumatera.

This problem of speaking skills in academia was the same in the scope, especially in Islamic boarding schools, where the compulsory English language boarding program requires them to do so while they have no provision at all to speak a foreign language. Nurul Huda Islamic boarding school, previous research has marked the most prominent problems adopted by students in speaking classes, one of which is the absence of teaching materials and not having a large stock vocabulary, so how they composed a conversational sentence if they do not know what is an English. Therefore, the researcher took the initiative in solving this problem to overcome the results of the problems that had been analyzed by previous researchers Warohma et al., (2022)with the thesis title "Analysis of the Need for English Language Materials for Santri in Islamic Boarding Schools", which in its analysis stated that English conversation questions are ineffective due to the lack of teaching materials used as references for tutors and textbooks for students. In his current research, the researcher created teaching materials in the form of e-module as a teaching material.

According to Prastowo (2011), "Teaching materials was a set of material or learning substance which has been arranged systematically, which displays a complete picture of the competencies that have been mastered by students in learning activities ". e-module containing vocabulary, modified grammar, conversations, practices, and learning video links with the hope that all the material contained therein can overcome all student problems. In fact, previous researchers also stated that this research would hold an English language program for daily communication. In the dormitory there is still not running according to conversation activities because English material is really needed here for students in ESP-based Islamic boarding schools. Therefore, in this research the researcher created teaching materials in the form of speaking e-module.

E-module was one of the teaching materials, learning devices that contain materials for guidance or as teaching guidelines, teaching materials were of many types such as printed media books, posters, pamphlets, worksheets, but teaching materials were also available in electronic visual form including learning videos, e-module, etc. Based on Advisers & Ltms, (2011) "Learning and teaching materials were critical ingredients in learning and the intended curriculum cannot be easily implemented without them. In the process of making this teaching material product, the researcher referred to a review of previous research by Agustina & Efendi, (2021)entitled "e- module based project learning for teaching speaking". this researcher and development were carried out because the handbook was not as efficient as the transition to modern time, therefore the researcher made an e-module product which is undoubtedly more modern by being accessed using an online application, the contents of the module it self not monoton with learning material but there are several animations, posters, and intructional video inserts.

Therefore, researcher have been able to designed e-module as teaching materials that are used for tutor handbooks and student achievement books to improve student speaking skills in order to find solutions from the results described previously. Research that discusses the obstacles that hinder student learning. E-Module awere designed to create effective and efficient learning. The subjects of this study were students at the Nurul Huda Sukaraja Islamic Boarding School.

METHOD

This research was included in the type of research and development often called Research and Development (R&D), but the authors in this study only continue and publish the results of the development of field research that has been carried out by previous researchers.

Meanwhile, according to Borg and Gall (1989), educational research and development was a process used to develop and validate educational products, meaning that educational development research (R&D) was a process used to developed and validated educational products. The results of development research were not only to develop existing products but also to find knowledge or answers to practical problems. Richey and Klein (2007) defined designed research as "the systematic study of design and evaluation processes with the aim of establishing an empirical basis for the creation of new or improved instructional models of instructional and non-instructional products and tools that govern their development. Based on the steps and levels in research and development, this research only uses the development model adapted from the Borg and Gall development model at level 3 with just a few steps without using all or all of the ten steps in table.

The details of research and development at level 1 are as follows :

Chart. 1 Borg and Gall model at level 3
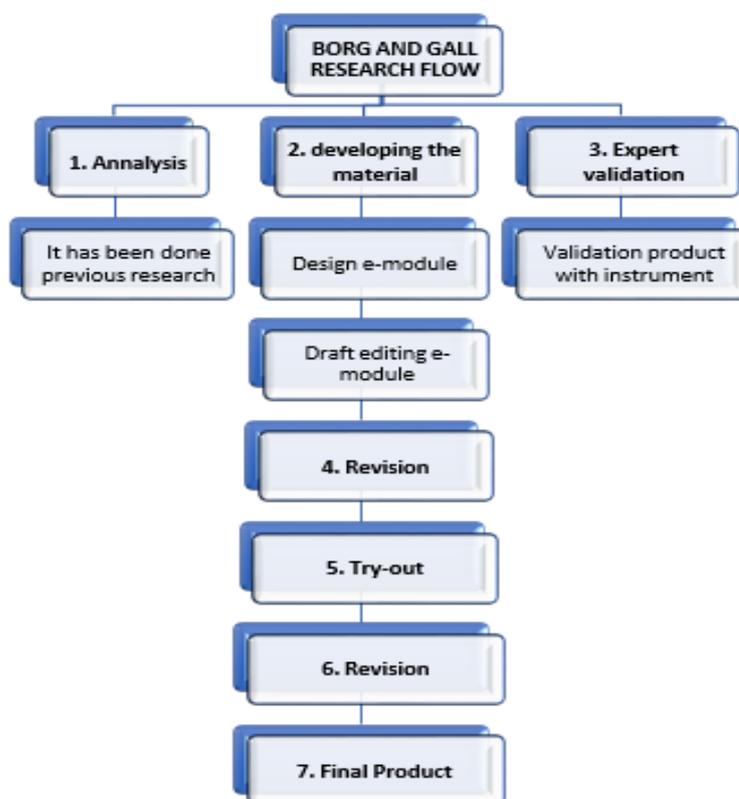
Based on the flowchart above, the position of medium research and development (level 3) was not to carry out analysis but to make products to accumulate problems found in problems that arose in previous studies.

Techniques analysis data was a business that is carried out by processing data, collecting data, storing data, searching and find patterns, find things that are Easy important and needed, and determine what can be told to others by Jm Lexy, (2014) after the trial data has been obtained, data processing is carried out. Data processing results of trials were analyzed using the proportion formula

The data obtained were both quantitative and qualitative. Quantitative data in the form of numbers obtained from the assessment of product development assessments arranged using a Likert scale and the data analyzed by using SPSS 25 to know the effectiveness of "emodule" in speaking material at the students in central girl dormintory Nurul Huda Islamic boarding school. Qualitative data in the form of responses and suggestions as outlined in perspectives and interviews with students and tutors. The resulting data relates to the feasibility or suitability of the development product being made. The instruments used to obtain data in this study were interviews and questionnaires.

RESULTS AND DISCUSSION

The Designed of e-module-based English speaking learning media with an introduction stage which includes gathering information about the problems that arise during the process of learning to speak English. This information is about the learning process in the dormitory which has not yet been completed. The use of teaching materials in the form of e-modules is one of the obstacles experienced by tutors as described in previous research. Therefore, The results of this preliminary research are used as guidelines for developing the concept of learning media for English subjects that has been further developed Later. Next, carry out a field study by reviewing existing syllabus indicators regulated by education at the Nurul Huda Sukaraja Oku Timur Islamic Boarding School. This stage is media planning which consists of preparing e-modules and media, materials, exercises, image data collection, background creation, and preparation background.

In addition, the material contained in the e-module was designed according to the Islamic boarding school syllabus. However, the content of each chapter is purely the researcher who designed it. In addition, grammar was chosen that was very suitable and in accordance with the realm of discussion for each chapter in the use of grammar in speaking applications, besides that in the evaluation section in the form of practical exercises the researcher modified it in various forms of speaking exercises such as role playing and discussion.

Some of the results of positive responses from interviews with tutors are presented in descriptive form as follows:

1. With the e-module as a book, students' learning achievement targets make them have confidence in expressing expressions in English afterwards several times doing the exercises which are forms of student assignments listed in e-modules in each chapter.
2. Several tutors said, thank God, after this e-module teaching material, there is no need for tutors worried about having to look for material that fits which syllabus they must also be able to improve students' speaking skills both oral and written grammar and practical reference.
3. Access the learning videos listed in each chapter as a form Examples and pronunciation practice are very necessary and mandatory as a knowledge

reference for them. In accessing video playback, tutor using the projector and sound system belonging to the inventory hut.

The following are the results of interviews with students conducted to obtain information about student responses to e-module based learning media:
1. Students feel that learning using English speaking learning media based on this module is much more enjoyable.
2. Students are more interested in studying using laptops and projectors.
3. It is easier for students to understand the material presented using e-modules learning media as an introductory exercise book to improve student skills.

All data and the results of criticism and suggestions from media experts are used as basis for revision of e-module product improvements. This is useful for perfecting learning product components before being tested on students. The following are the results of product validation carried out by experts in the field:

Chart. 2 Result Validation Material
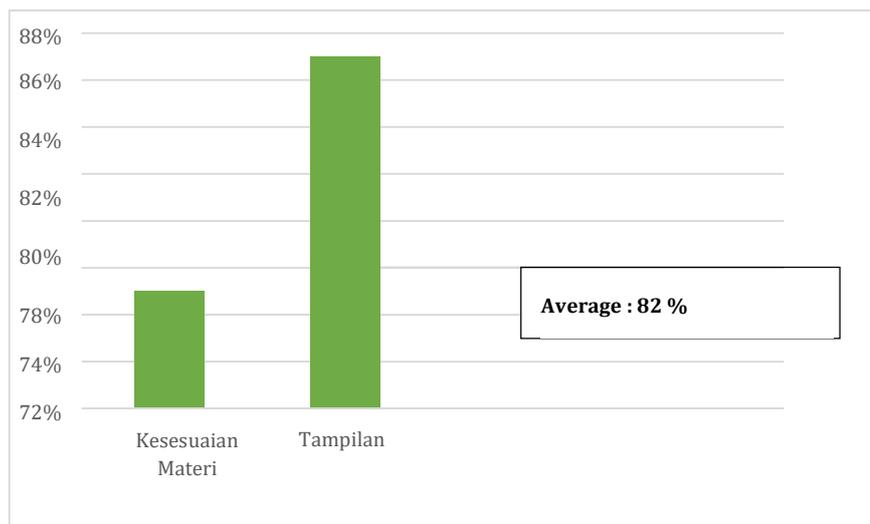
Information :

$$P = \frac{35}{45} \times 100\%$$

$$P = 82\%$$

Chart. 3 Result Validation Media
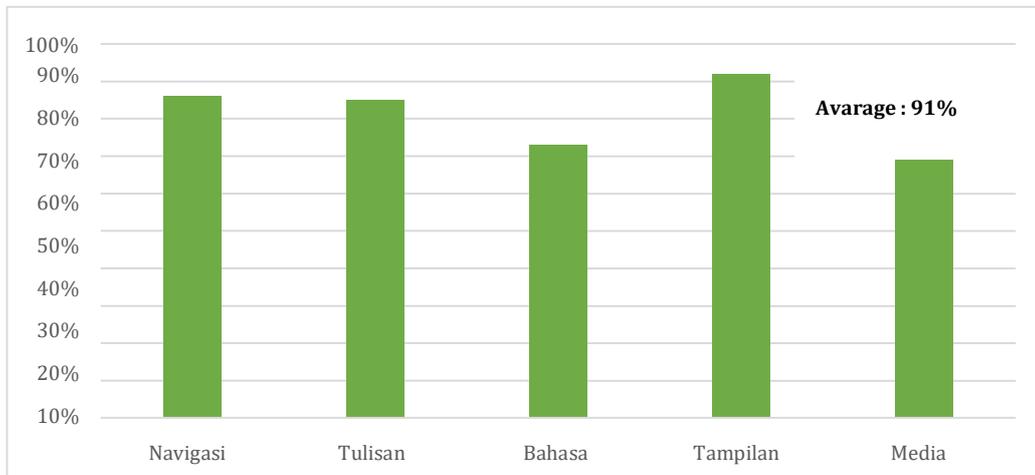
$$P = \frac{87}{95} \times 100\,\%$$

P = 91 %

Chart. 4 Result practically by tutors

$$P = \frac{43}{50} \times 100\,\%$$

P = 86%

Chart. 5 Result of Student Responses
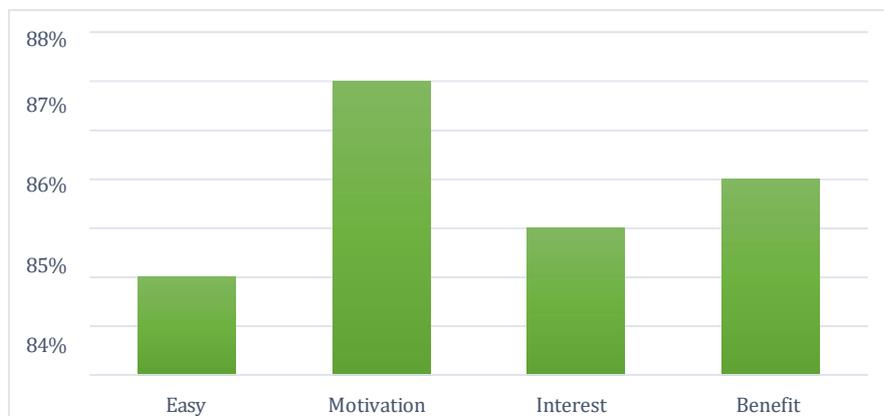
$$P = \frac{43}{50} \times 100\%$$

$$P = 86\%$$

Judging from validation tests with several validators, it shows that this product can be an effective tool for improving students' speaking skills.

CONCLUSION

This media development design was designed using the Borg and Gall model. The result of this development is learning media in the form of e-modules. That The stages of developing learning media in the form of e-modules start from the first analyze the potential and problems and at this stage the results of the analysis have been obtained has been revealed in previous research, the researcher continues the stage with collecting data and learning materials according to the syllabus, then designing the media product, development, testing, revising, validating, implementing in case study research, namely at the girls' dormitory at the Nurul Huda Sukaraja Islamic Center boarding school and then evaluate it.

The learning media is in the form of e-modules that are owned has been successfully developed as a learning medium in dormitories by tutors for teaching them to speak English well. Learning media in the form of e-modules has been delivered feasible based on validation test data. Where are the validation results from material experts got a score of 91% (very valid). Meanwhile, validation results media experts got a score of 82% (very valid). And the practical results test by tutor 89% (very valid). The results of the analysis show that students response to this e-module was very positive. Student response data shows that as many as 86% of students gave a good Response to the speak-up e-module.

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