

Implementing ELT Developed Material of Asking and Giving Invitation

Nur Hikmah Wahdania¹, Sitti Nurpahmi²

^{1,2}Universitas Islam Negeri Alauddin Makassar

Email: nurhikmahwahdania8@gmail.com

ABSTRACT

This article implemented an English Language Teaching (ELT) module on the topic of Giving and Responding to Invitations, integrating Islamic values for ninth-grade students at MTs Madani Alauddin Pao-Pao. The article focused on examining the effects of the module's implementation. A mixed-method design was employed, combining quantitative data from pre-test and post-test results with qualitative insights obtained through semi-structured interviews. The quantitative findings indicated a gain score of 0.1978, which fell within the low category ($0.00 < g < 0.30$), suggesting limited improvement in students' learning outcomes. However, qualitative evidence supported the module's effectiveness, relevance, and suitability for classroom use. The overall results imply that the module requires refinement, particularly by reducing the number of tasks to minimize monotony and by ensuring closer alignment with the Kurikulum Merdeka. Future studies are recommended to focus on further module development and to incorporate teachers' perspectives through classroom-based investigations. With comprehensive revision, the module holds potential for broader adoption in school settings.

Keywords: *ELT, Learning Module, Invitation, Effect of Implementation, Implementation, Student Perspective, Teacher Perspective.*

1) INTRODUCTION

English has become an essential international language that supports communication, academic development, and social interaction across various cultural and educational settings. In Indonesia, English plays a central role in the curriculum, particularly in junior high schools, where students are expected to develop basic communicative competence. One of the competencies required at this level is the ability to give and respond to invitations, a common interactional function that students frequently encounter in real-life situations. To support this communicative goal, instructional materials must provide clear guidance, relevant examples, and structured learning activities that enable students to practice the target skill effectively.

Learning modules are among the most widely used instructional materials in English Language Teaching (ELT) because they offer a systematic sequence of content, clear learning objectives, and

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

flexibility for both teachers and learners. A well-designed module helps students understand the topic, engage in meaningful activities, and gradually improve their language performance. However, a module's quality is not determined solely by its content or structure; it must also be evaluated based on its actual impact on students' learning outcomes. Without empirical testing, the effectiveness of a module remains assumed rather than proven.

In Islamic educational institutions such as MTs Madani Alauddin Pao-Pao, the integration of Islamic values into English learning materials is increasingly emphasized. These values serve to guide learners not only in academic development but also in moral growth. An English module that embeds Islamic values is expected to support ethical awareness while maintaining linguistic accuracy and communicative relevance. A previous study successfully developed a "Giving and Responding to Invitation" module that incorporates Islamic values. However, the earlier research limited its scope to the stages of analysis, design, and development, without implementing the module in a real classroom setting. As a result, the actual effects of the module on students' competence remained unexplored.

This gap highlights the need for empirical investigation into how the module influences students' ability to give and respond to invitations. Evaluating the effect of a module is a crucial step in ensuring that the material not only appears sound in design but also functions effectively in actual instructional practice. Moreover, there is a noticeable shortage of studies in the Indonesian ELT context that assess the impact of modules enriched with religious or moral values. While the development of such materials is relatively common, measurable evidence of their effectiveness is limited. Understanding the module's influence on students' performance will contribute to improving ELT material development and refining future instructional design practices.

The present study aims to address this gap by examining the effect of implementing the "Giving and Responding to Invitation" module integrated with Islamic values on students' competence. The focus of the research is specifically directed at determining whether the use of the module leads to measurable improvement in students' ability to perform the targeted communicative function. Through the administration of pre-tests and post-tests, the study seeks to identify learning gains that occur after students engage with the module. This approach provides an objective measure of the module's effectiveness and allows for a clearer understanding of its instructional value.

Investigating the effect of the module is essential not only for validating its design but also for enhancing the quality of English learning materials used in Islamic junior high schools. Evidence from

this study can guide future material developers in creating modules that are pedagogically effective while remaining culturally and ethically relevant. Additionally, findings from this research may offer insights into how value-based content can support not hinder students' communicative competence. By focusing on measurable outcomes, the study contributes to the broader field of ELT material evaluation and provides a model for assessing similar modules in diverse educational contexts.

2) METHODS

This article is an implementation research project that continues a previously developed R&D product. In line with standard R&D procedures, the study uses a mixed-methods approach to obtain a more comprehensive understanding of the module's effectiveness. According to Schoonenboom and Johnson (2017), mixed methods enable researchers to combine quantitative precision with qualitative depth, allowing each method to strengthen and clarify the findings of the other. This research adopts a sequential explanatory design as described by Mills and Gay (2019), beginning with quantitative data collection and followed by qualitative inquiry to provide further explanation and contextual insight into the initial results.

The quantitative phase consists of administering a pre-test and post-test to measure students' learning progress after the use of the instructional module. A yes-or-no questionnaire is also provided to gather students' perceptions regarding the module's clarity, practicality, and usefulness. After completing the quantitative phase, a qualitative phase is conducted through semi-structured interviews. These interviews are intended to explore students' experiences during the learning process and to clarify the quantitative findings, particularly areas where additional explanation is needed.

The study took place at MTs Madani Alauddin Pao-Pao and involved 30 eighth-grade students as the main participants. All students joined the quantitative phase, while six students were purposively chosen to participate in interviews. The selection ensured representation across achievement levels: two students with high scores, two with moderate scores, and two with low scores. This composition allowed the researcher to obtain more balanced and comprehensive qualitative data. Additional information was collected from the English teacher and students through observations and questionnaires, especially concerning the implementation of English learning materials in the "Giving and Responding to Invitations" unit.

Data collection occurred over six meetings. The first meeting was used for an introduction session and administration of the pre-test. The next three meetings focused on teaching the target material

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

using the developed module. During these sessions, students engaged in activities related to expressions of giving and responding to invitations, following the sequence and content of the learning material. In the fifth meeting, the post-test and questionnaire were administered to evaluate learning improvement and gather students' perceptions. The final meeting was dedicated to conducting interviews with the selected students, allowing the researcher to explore their experiences and insights more deeply.

To ensure the accuracy and credibility of the findings, the study employed two research instruments: tests and interview guidelines. Tests, as defined by Adom et al. (2020), serve as tools for measuring learners' knowledge, skills, and understanding. The pre-test assessed students' prior knowledge of the topic, while the post-test measured their progress after the instructional intervention. Both instruments were based on the module content, and although they contained similar question types, the order of items was rearranged to minimize potential academic dishonesty. Minor revisions were made to certain items to maintain consistency with the instructional material, ensuring that the test accurately reflected students' learning outcomes.

The interview instrument served as a qualitative tool to gather deeper information beyond what numerical scores could capture. Following McGrath et al. (2018), interviews help researchers understand participants' perspectives more thoroughly. Semi-structured interviews were used because they allow guided questioning while still giving the interviewer flexibility to probe further when necessary (Ruslin et al., 2022). The interview questions explored three main areas: students' perceptions of the module's effects, their views on the implementation process, and their assessment of the module's practicality regarding usability, time efficiency, presentation format, and alignment with the syllabus.

Data analysis in this study involved both quantitative and qualitative procedures. Quantitative data from the pre-test and post-test were analyzed using SPSS. Descriptive statistics such as mean, median, mode, and standard deviation were used to identify patterns in students' performance. Students' achievement levels were categorized based on established criteria, and improvement scores were calculated using the Normalized Gain (N-Gain) formula to measure the effectiveness of the intervention. Qualitative data were analyzed using the framework of Miles et al. (2014), which includes data condensation, data display, and conclusion drawing. Through these stages, interview transcripts

were organized, simplified, coded, and interpreted to produce credible conclusions that complement the quantitative findings.

3) RESULTS AND DISCUSSION

Results

To examine the effect of the module's implementation on students' learning outcomes. Data were collected through tests and interviews, which together provide evidence of changes in students' understanding of the target material. The test results are analyzed to identify improvements before and after the module's use, demonstrating its instructional impact. Interviews with six students of varying achievement levels offer additional insight into how the implementation supported their learning. Combined, these data sources provide a clear overview of the module's effectiveness in relation to the study's objectives.

a. Post-Test Results

1. Scoring Classification of Student Pre-Test and Post-Test

The student questionnaire supports the pre-test and post-test results and was designed to evaluate the module's implementation. The data show how the module was applied in daily learning and assess its usability and effectiveness. It not only confirms improved learning outcomes but also provides insight into students' acceptance and satisfaction with the module as a learning tool.

Table 1: *Scoring Classification*

Interpretation	Score	Frekuensi pre-test	{%}	Frequency post-test	(%)
Very good	81-100	0	0%	3	9.38%
Good	61-80	10	31.25%	15	46.88%
Enough	41-60	7	21.88%	8	25%
Less	21-40	9	28.12%	5	15.62%
Very less	0-20	6	18.75%	1	3.12%
Total		32	100%	32	100%

The results of the scoring classification presented in Table 4.1 indicate a significant improvement in students' performance from the pre-test to the post-test. In the pre-test, none of the students

achieved scores within the “very good” category (81–100), whereas in the post-test, 9.38% of students reached this level. The proportion of students in the “good” category (61–80) also increased considerably, from 31.25% in the pre-test to 46.88% in the post-test. Meanwhile, the percentage of students in the “enough” range (41–60) showed a slight increase from 21.88% to 25%. Conversely, the proportion of students in the “less” (21–40) and “very less” (0–20) categories decreased from 28.12% to 15.62% and from 18.75% to 3.12%, respectively.

These result show that overall student achievement improved after the implementation of the module, with more students moving into higher performance categories. This indicates that the applied learning module had a positive effect on enhancing students’ achievement levels

2. Analysis of Pre-Test and Post-Test

The following table shows the analysis of the students' pre-test and post-test results:

Table 2: *Analysis Test*

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	6	80	46.34	23.083
Posttest	32	20	93	63.81	18.282
Valid N (listwise)	32				

The table presents a significant improvement in students’ performance between the pretest and the posttest. The mean score increased from 46.34 in the pretest to 63.81 in the posttest, which reflects a positive shift in the overall level of achievement after the implementation of the modul. This upward change shows that the treatment contributed to enhancing students’ understanding of the material. In addition, the standard deviation decreased from 23.083 to 18.282, indicating a reduction in score variability among students. These results demonstrate that after the implementation of the module, not only did the students’ average achievement improve, but the distribution of scores also became more consistent. Furthermore, the increase in both the minimum and maximum scores reflects progress across different levels of student ability. Overall, the findings provide strong evidence of the module’s effectiveness in enhancing student learning outcomes.

3. Gain Value Test

The gain score analysis was carried out to evaluate the degree of improvement in respondents' knowledge and skills after the implementation of the learning module. This score was obtained by comparing the pre-test and post-test results, thereby offering a quantitative measure of the module's effectiveness. The data were processed using the SPSS software to calculate the mean, standard deviation, and the gain scores of individual respondents. According to Heaton (1988), employing the mean and standard deviation in such analyses allows researchers to gain deeper insights into the variations in learners' performance.

The table below presents the outcomes of the gain score analysis generated through SPSS, including the mean and standard deviation values, which reflect the extent of respondents' progress.

Table 3: N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	32	0,9	1.00	.3997	.22556
Valid N (listwise)	32				

The descriptive statistics indicate that the mean gain score of the 32 respondents was 0.3997, with a standard deviation of 0.22556. This finding demonstrates that, overall, students experienced a positive improvement following the use of the learning module. However, when classified according to the N-gain categories proposed by Sukarelawan et al. (2024), the mean score of 0.3997 falls into the medium category ($0,30 \leq g < 0,70$). This suggests that, the module had a beneficial effect on students' learning outcomes, with the improvement achieved was significant.

b. The Effect of Implementation Interview

Furthermore, the findings of the interview conducted with six students in class IX A at Mts Madani Alauddin Pao-Pao support this data as well. During the interview, the researcher asked the students about how utilizing the program affected their English learning outcomes, the six students responded as follow:

Table 4: *Effect of Implementation Interview*

No	Quistion	Coding/Conclusion
1	<i>Apakah menurutmu materi yang terdapat dalam modul mudah untntuk dipahami ?</i> Do you think that the material contained in the module is easy to understand?	• Participants noted <i>good, clear, and detailed explanations</i> • <i>ease from prior explanation,</i> • <i>mixed difficulty, lack of Indonesian translation,</i> • <i>limited study time, and too much material.</i>
2	<i>Apakah menurut Anda terdapat kesulitan atau hambatan dalam modul tersebut?</i> Do you think there are any difficulties or obstacles in the module?	• generally easy with sufficient support, • challenges included limited study time, numerous ways of inviting and responding, excessive assignments, • an overload of material.
3	<i>Apakah materi ini menarik untuk dipelajari ?</i> Is the material interesting to learn?	• Useful in daily life, • interesting due to understanding English invitations, • engaging with pictures and activities • supported by explanations in Indonesian, • repetitive assignments, and boring due to lot of continuous assignments.

Based on the interviews with six participants, the findings show that the Giving and Responding to Invitations module generally supported students' understanding of the material. Several students stated that the module helped make the content clearer. As one participant expressed,

“Mudah banget. Kenapa? Karena kalau dikasih tugas di modul itu, dikasih penjelasan. Makanya itu gampang, Terus penjelasannya itu rinci. Lengkap penjelasannya”

However, some students reported difficulties while engaging with the module.

“Ada yang susah, ada yang mudah, Kak Yang jenis-jenisnya, kayak dalam kasus ini yang kayak giving invitation, sama yang menerima undangan”.

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

In terms of obstacles, several students indicated that they encountered no major issues

“Tidak ada, Iya, dan bisa bertanya-tanya sama kita,”

whereas others identified limitations such as time and workload. One student stated,

“Ada. Satu, waktu. Itu kan dari jam habis zuhur sampai pulang. Itu saya menurunkan terlalu sedikit mepet waktunya,”

Regarding interest, most participants described the module as engaging and relevant to their daily communication. As one remarked,

“Iya kak, karna bakalan di pakai kidi kehidupan sehari-hari..”

Nevertheless, a few students expressed reduced engagement, with comments such as,

“menurutku saya kak, sebenarnya to, ndk terlalu menarik ki, karna banyak sekali tugasnya, jadi bosan ki kerja tugas lagi tugas lagi ‘.

Overall, the interview data suggest that while the module enhances comprehension and maintains students’ interest, several challenges particularly language barriers, time limitations, and activity load—moderately influence its effectiveness.

Discussion

Based on the research findings regarding the research questions examined during the teaching of English Language Teaching (ELT) material to ninth-grade students at MTs Madani Alauddin Pao-Pao, particularly in the unit on giving and responding to invitations, which was conducted over six meetings from the pre-test to the post-test, and Interview.

The analysis of the pre-test and post-test results using the N-gain formula showed a mean score of 0.3997 with a standard deviation of 0.22556, placing the outcome in the medium category ($0.30 \leq g < 0.70$). This indicates that the *Giving and Responding to Invitations* module contributed positively to students’ learning outcomes; **however**, the overall effect did not reach the high category. Individual progress also demonstrated this pattern: Students 1 to 4 showed notable improvement across different score ranges, while Students 5 and 6 achieved only limited gains, largely due to their low focus and interest during both learning activities and assessments. These variations suggest that the module was sufficiently effective to bring about moderate improvement, yet its overall potential has not been fully realized and requires further refinement to reach a higher level of effectiveness. To provide deeper insight into this pattern of improvement, the following section examines students’ performance on individual test items.

A closer examination of the individual test items from both the pre-test and post-test provides a more detailed understanding of how the module influenced students' learning. In the pre-test, students showed the greatest difficulty with Item 2, which required them to identify the formal invitation among four illustrated invitation cards. Only 6 out of 32 students answered correctly, and classroom observations confirmed that most students were still unable to differentiate between formal and informal invitations in English. Many assumed that any invitation presented in the form of a card or letter must be formal, leading to incorrect selections. Conversely, the highest pre-test performance appeared in Item 1, which asked students to identify the definition of responding to an invitation. A total of 22 students answered correctly, supported by the fact that students were already familiar with basic terms such as “giving” and “accepting,” making these items easier for them to understand.

After the implementation of the module, the post-test results demonstrated clear improvement, as the number of correct responses increased across nearly all items. Item 2, which had been one of the weakest in the pre-test, rose significantly to 21 correct responses, indicating that most students had developed a stronger understanding of the distinction between formal and informal invitations. Although Item 1 showed a slight decrease only two fewer correct responses than in the pre-test—this change cannot be interpreted as a decline in comprehension, as observations revealed that the two students were experiencing health-related difficulties and were not fully focused during the test. The item with the lowest performance in the post-test was Item 14, answered correctly by 15 students, but this still reflects progress when compared to the 11 correct responses in the pre-test. This item assessed students' ability to identify the generic structure of an invitation, suggesting partial but meaningful improvement. The highest post-test performance was seen in Item 10, with 27 correct responses, up from 17 in the pre-test. This item involved identifying an example of responding to an invitation within a short dialogue, demonstrating a substantial increase in students' ability to recognize and interpret functional expressions after instruction.

Taken together, these patterns indicate that the implementation of the module had a measurable and positive effect on students' understanding of the Giving and Responding Invitations material. While some items still revealed gaps in more complex or context-dependent skills, the consistent upward trend in correct responses especially on items that initially presented major challenges shows that the module effectively strengthened students' foundational knowledge and improved their ability to interpret and apply key concepts. These findings support the conclusion that the module

contributed meaningfully to learning gains, particularly in areas related to recognition, functional expression, and distinguishing invitation types, even though further refinement may still be needed to enhance higher-level comprehension and ensure more uniform improvement across the class.

Interview results reinforced these findings. Most participants reported that the module positively influenced their learning, but the progress felt incremental rather than substantial. Several students highlighted challenges related to the large number of expressions, complex language use, and intensive activities. Others noted barriers such as limited time and heavy workloads, which likely restricted the extent of their improvement. This qualitative evidence aligns with the test data, suggesting that although the module was generally effective, its impact was moderated by external and personal learning constraints.

The researcher also observed that limited instructional time further reduced the effectiveness of the module. Although scaffolding strategies such as simplifying instructions, brief examples, and guidance during group work were employed, their effectiveness was restricted, as were opportunities to use short games or ice-breaking activities to sustain engagement. Consequently, group work became the primary strategy, which sometimes led to uneven participation among students. This observation aligns with students' reports of heavy workloads and insufficient time, highlighting how practical constraints moderated the module's overall impact. These constraints, including time allocation, will be examined further in the following section.

These outcomes can be further understood through the lens of Cognitive Load Theory. As Ouwehand et al. (2025) emphasize, effective learning depends on balancing instructional demands with the limited capacity of working memory. In this study, excessive content, linguistic complexity, and insufficient time created conditions of cognitive overload, which in turn diminished the overall effectiveness of the module. Students' reports of boredom and fatigue during lengthy explanations further support this interpretation.

To address these issues, the module design should be adjusted to reduce the amount of content presented in a single session and to allocate more opportunities for practice and reinforcement. Incorporating scaffolding strategies and simplifying the progression of activities may also help reduce cognitive load, thereby enhancing the module's effectiveness in future implementation.

4) CONCLUSIONS

The implementation of the learning module demonstrated a positive influence on students' learning, as evidenced by both test results and interview findings. Although overall progress was achieved, the improvement remained modest and uneven across students, with some showing substantial gains while others experienced only limited advancement. Despite these variations, the module was generally effective and well-received by the learners. The differences observed highlight several challenges, including the cognitive demands of complex language, the extensive content, restricted instructional time, and competing academic workloads. Classroom observations further indicated that scaffolding strategies supported students' learning, yet their impact was constrained by limited time and inconsistent participation. In conclusion, the module proved beneficial, but its effectiveness could be strengthened through adjustments that more closely align with students' capacities and learning needs.

According to both researchers and students, the module requires improvement, particularly in reducing the number of tasks or activities, as the excessive workload tends to feel monotonous and burdensome for learners.

After being revised and adjusted to the current curriculum, this module should be further examined through research that explores teachers' perspectives. Conducting classroom action research is particularly recommended to investigate how the module would be implemented by teachers in real classroom settings and to gain deeper insights into their views regarding its practicality, relevance, and effectiveness.

Acknowledgment

The researcher would like to express sincere appreciation to all parties who contributed to the completion of this article. Special thanks are extended to the supervisor for the guidance and constructive feedback provided throughout the research and writing process. The author also expresses gratitude to the lecturers and students of the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar, for their support and for providing the necessary data for this study. In addition, heartfelt thanks are conveyed to the author's family and colleagues for their continuous encouragement and motivation, which greatly supported the completion of this article.

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

REFERENCES

- Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109–119. <https://doi.org/10.11591/ijere.v9i1.20457>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher*, 41(9), 1002–1006. <https://doi.org/10.1080/0142159X.2018.1497149>
- Mills, G. E., & Gay, L. R. (2019). *Educational Research Competencies for Analysis and Application*. In *Educational Research*.
- Ouwehand, K., Lespiau, F., Tricot, A., & Paas, F. (2025). Cognitive Load Theory: Emerging Trends and Innovations. *Education Sciences*, 15(4), 458. <https://doi.org/10.3390/educsci15040458>
- Ruslin, Mashuri, S., Sarib, M., Rasak, A., Alhabsyi, F., & Syam, H. (2022). Semi structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(1), 22–29. <https://doi.org/10.9790/7388-1201052229>
- Schoonenboom, J., & Johnson, R. B. (2017). How to Construct a Mixed Methods Research Design. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*, 69, 107–131. <https://doi.org/10.1007/S11577-017-0454-1>
- Sukarelawan, M. I., Indratno, T. K., & Ayu, S. M. (2024). N-Gain vs Stacking. *Surya Cahya*.
- .