

Implementing ELT Developed Material of Factual Report Unit

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ABSTRACT

This article aims to implement a learning module that utilizes English Language Teaching (ELT) materials on the topic of Factual Report, which integrates Islamic values for ninth-grade students at MTs Madani Alauddin Pao-Pao. This article was conducted to examine the effect of 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. Purposive sampling was used to determine the participants. The quantitative results showed that implementing the module had a positive impact on students. The pre-test and post-test scores revealed a gain value of 0.3902, which falls within the medium category ($0.3 < g < 0.7$), indicating that the module effectively improved students' learning outcomes. Additionally, qualitative data from the interviews showed that most students found the module clear, well-structured, and motivating for engaging in English learning. The Implications of this research highlight that ELT modules integrated with Islamic values can effectively support English language learning. Teachers can use this module to Improve classroom instruction and enhance lesson delivery. Furthermore, this research underscores the importance of continuously evaluating and improving learning materials and instructional procedures to maximize students' learning outcomes.

Keywords: *English Language Teaching, Learning Module, Factual Report, Effect of Implementation, Learning Outcomes.*

1) INTRODUCTION

English serves as a global language that plays a crucial role in academic, professional, and intellectual development. In Indonesia, particularly within Islamic educational institutions, English Language Teaching (ELT) has a broader function beyond developing communicative skills. It contributes to shaping students' character by integrating moral and religious values into the learning process. Therefore, ELT is expected to be both academically rigorous and culturally meaningful, ensuring that students acquire language proficiency while strengthening their moral awareness. This makes the development of contextual, value-integrated ELT materials increasingly important in Islamic junior high schools.

Learning materials are a fundamental element of the teaching and learning process because they guide both teachers and students in achieving instructional goals. These materials vary widely from

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textbooks and worksheets to modules, audio-visual media, and digital platforms each designed to enhance different aspects of learning. As noted by Nurpahmi et al. (2023), the quality, clarity, and contextual relevance of ELT materials significantly affect students' understanding and engagement. In Islamic school environments, materials must serve dual purposes: promoting English mastery and reinforcing Islamic values that shape students' character. This dual focus ensures that language instruction remains aligned with institutional values and learners' needs.

One effective format for providing structured and independent learning is the module. Fachruddin (2022) defines a module as a systematically organized instructional unit written in simple and accessible language suitable for students' cognitive levels. A well-designed module provides clear explanations, guided practice, and self-assessment features that enable learners to study autonomously and at their own pace. The modular approach also supports differentiated learning, allowing students with varying abilities to follow instructional sequences more flexibly. When Islamic values are integrated into these modules, the material becomes more meaningful and relevant, especially for students in Islamic institutions. This integration can strengthen moral understanding, encourage responsible behavior, and ensure that learning aligns with broader educational goals.

A notable example of such material development is the ELT module created by Khaeratussisa (2023), which focuses on the Factual Report unit for Grade IX students at MTs Madani Alauddin Pao-Pao. The module was developed using the ADDIE model, which includes analysis, design, development, implementation, and evaluation phases. However, her research concluded after the development stage, without testing the module in real classroom settings. As a result, important questions remain unanswered: How effective is the module in improving students' factual report writing skills? How do students respond to the activities and the integration of Islamic values? Does the module meet the practical needs of teachers and learners in the actual learning environment?

The absence of an implementation and evaluation phase creates a significant empirical gap. Implementation refers to how instructional materials function when used in authentic classroom situations, including how teachers deliver the content and how students interact with the materials (Jumroh & Pratama, 2021). Evaluation assesses the usefulness, strengths, and limitations of instructional products (Malik et al., 2021). Without these stages, it is difficult to determine whether a developed module truly supports learning objectives, engages students effectively, or requires further

revision. Therefore, conducting an implementation study is essential to ensure that the module is pedagogically sound, practical, and aligned with students' needs.

Previous research provides important insights into the integration of Islamic values into ELT. Rohmana (2020) examined the theoretical and ethical principles involved in embedding Islamic values in English instruction, highlighting the challenges teachers face. Rahmadany et al. (2021) explored elementary students' needs and preferences, finding that learners respond positively to simple, visually appealing, and value-oriented content. Munir et al. (2024) successfully developed an English textbook for Islamic boarding schools that integrates linguistic and spiritual objectives through a research and development design. While these studies contribute valuable knowledge, they vary in focus and methodology. None specifically investigates the implementation of a factual report module designed for Islamic junior high school students.

The article aims to address this gap by implementing and evaluating the ELT module developed by Khaeratulnissa (2023) at MTs Madani Alauddin Pao-Pao. This research focuses on investigating the module's effectiveness in enhancing students' English learning, particularly their ability to understand and produce factual report texts while integrating Islamic values throughout the instructional sequence. The study is expected to provide theoretical contributions by expanding knowledge on the implementation of ELT materials embedded with Islamic values, as well as practical benefits for students, teachers, and future researchers. Through this module, students may strengthen their comprehension and writing skills in factual report texts while deepening their awareness of Islamic values. Teachers can use the findings to improve their instructional practices, and researchers may draw insights that support the development of similar value-integrated materials in future studies.

2) METHODS

The methods used in this article were designed to provide a clear, systematic, and replicable approach for examining the effect of implementing English Language Teaching (ELT) materials embedded with Islamic values in the Factual Report unit. This section outlines the research approach, design, research site, data sources, data collection procedures, instruments, analytical techniques, and strategies used to ensure data validity. The methodological framework was structured to capture both measurable learning outcomes and the qualitative dimensions of students' experiences throughout the intervention.

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This research adopted a mixed-methods approach, as Creswell (2018) explained integrating quantitative and qualitative techniques within a single investigation. This is to generate a comprehensive understanding of the instructional implementation. The mixed-methods approach was selected because quantitative data alone could not fully capture the complex nature of students' learning processes, while qualitative insights alone would not sufficiently demonstrate measurable improvement. To ensure coherence between these data types, the study employed an explanatory sequential design in which quantitative data collection and analysis preceded the qualitative phase. The subsequent qualitative findings were used to elaborate and clarify the quantitative results, thereby creating a well-rounded interpretation of the module's effect on student learning.

The study followed an explanatory sequential mixed-methods design conducted at MTs Madani Alauddin Pao-Pao, involving 34 ninth-grade students from Class IX B. The class was chosen based on recommendations from the English teacher due to its readiness to engage with the Factual Report unit and alignment with curriculum objectives. During the qualitative phase, six students were purposively selected to represent high, moderate, and low achievement groups based on their test performance. This sampling strategy ensured that the qualitative data reflected diverse academic backgrounds, allowing the study to explore how the module's implementation affected students with different levels of proficiency.

The study utilized both primary and secondary data sources. Primary data were obtained directly from students through pre- and post-tests, questionnaires, observations, and semi-structured interviews conducted during the implementation period. These data provided direct evidence of students' progress, responses, and experiences with the materials. Secondary data included curriculum documents such as the English syllabus, existing ELT textbooks, and previous research on material development and factual report texts. These sources ensured that the instructional materials used in the intervention aligned with national curriculum standards and were grounded in relevant theoretical frameworks.

Data collection was conducted across six structured meetings. The first meeting involved an introduction to the study and administration of a pre-test to determine students' baseline understanding of factual report texts. In the second meeting, the researcher initiated the implementation of the module through activities 1–4, guiding students through foundational concepts. The third meeting continued with activities 5–7, allowing students to deepen their comprehension of

text structure and content. The fourth meeting focused on activities 8–10, during which students had opportunities to clarify areas of difficulty and reinforce conceptual mastery. The fifth meeting was dedicated to administering the post-test to assess learning gains. The final meeting consisted of semi-structured interviews with six selected students to explore their experiences and perceptions of the instructional intervention in greater depth.

The study employed two primary research instruments: tests and interview guidelines. The pre-test and post-test each consisted of 15 multiple-choice items designed to assess students' comprehension of factual report texts and their ability to identify factual information and analyze text structure. All test items were aligned with the content of the ELT module that incorporated Islamic values. For the qualitative component, semi-structured interviews were conducted using a set of 15 open-ended questions on the effect of implementation of the module. These categories were informed by established theoretical models and criteria for evaluating instructional materials, providing a structured yet flexible framework for exploring students' experiences.

Quantitative data derived from the pre- and post-tests were analyzed using descriptive statistical techniques in SPSS, including mean, median, mode, standard deviation, and score distribution. To measure learning improvement, the study employed the Normalized Gain (N-Gain) formula, which categorized student progress into high, medium, low, no improvement, or decrease. These percentages were interpreted using established effectiveness criteria to determine the module's overall impact.

Qualitative data from interviews were analyzed following the procedures proposed by Miles, Huberman, and Saldaña, which include data condensation, data display, and conclusion drawing and verification. The data condensation stage involved selecting and organizing key segments of interview transcripts to focus on essential information. These data were then displayed in thematic matrices to identify recurring patterns and themes. The final stage involved drawing conclusions and verifying them through iterative comparison, ensuring that interpretations were consistent with the data and accurately represented students' experiences.

To ensure the credibility of the findings, methodological triangulation was employed by cross-checking quantitative data from tests with qualitative evidence from interviews and observations. This triangulation reduced potential bias and enhanced the trustworthiness of the study by confirming the consistency of findings across different data sources. Ethical considerations were respected

throughout the research process, including obtaining permission from the school, ensuring voluntary participation, and maintaining students' confidentiality.

3. RESULTS AND DISCUSSION

Results

This section presents the research findings and provides an in-depth interpretation of the data collected through tests and interviews. The first part reports the results obtained from the pre-test and post-test, supported by descriptive statistics and gain value analysis to measure the extent of improvement following the implementation of the English module embedded with Islamic values. The subsequent part discusses the results of the interviews conducted with six selected students, representing high, medium, and low achievers. The discussion elaborates on the implications of these findings, relates them to existing theoretical frameworks, and examines their relevance to previous studies. Together, the two components provide a comprehensive understanding of how the implemented module influenced students' comprehension of factual report texts, their motivation, as well as the practicality and acceptability of the materials in classroom learning.

Test Results

a. Scoring Classification of Students Pre-Test and Post-Test

To evaluate the effectiveness of the implemented module, student achievement was measured through a pre-test and a post-test. The pre-test was administered before the module's implementation to determine students' initial abilities, while the post-test was conducted after the module's implementation to observe the progress they had made. The scores from both tests were then classified into several categories to provide a clearer picture of the students' proficiency levels. The following table presents the classification of students' pre-test and post-test scores.

Table 3.1 *Scoring Classification*

Interpretation	Score	Frequency Pre-Test	(%)	Frequency Post-Test	(%)
Very good	81-100	5	14.70%	13	38.23%
Good	61-80	9	26.47%	12	35.29%

Enough	41-60	12	35.29%	5	14.70%
Less	21-40	5	14.70%	3	8.82%
Very less	0-20	3	8.82%	1	2.94%
Total		34	100%	34	100%

The table presents data on the percentage of scores and the number of students in the pre-test and post-test results. Based on the data, out of 34 ninth-grade students at MTs Madani Alauddin Pao-Pao, five students (14.70%) fell into the Very Good category during the pre-test, while three students (8.82%) were classified in the Very Less category. In the post-test results, an improvement was observed, with 13 students (38.23%) achieving the Very Good and only one student (2.94%) remaining in the Very Less category. These findings indicate that the use of the English module was quite effective in enhancing students' understanding of the learning material.

b. Analysis of Pre-Test and Post-Test

The following table presents an analysis of the students' pre-test and post-test results.

Table 3.2 *Analysis Test*

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	34	13	93	56.88	21.153
PostTest	34	20	100	74.91	20.306
Valid N (listwise)	34				

Based on the average results presented in the previous table, there is a noticeable improvement in students' scores from the pre-test to the post-test. In the pre-test stage, the students' mean score was 56.88, which subsequently increased to 74.91 in the post-test. These findings indicate that the implemented module was reasonably effective in enhancing students' learning outcomes.

The standard deviation of the pre-test scores was 21.153, suggesting that the distribution did not exceed the mean value of 56.88. Meanwhile, the standard deviation of the post-test scores was recorded at 20.794, which likewise did not surpass the mean of 74.91.

As outlined in the frequency distribution table, the standard deviation serves to illustrate the extent to which the data are dispersed within a sample and the degree of closeness of the data points to their mean value (Sekaran & Bougie, 2016).

c. Gain Value Test

The analysis of gain scores was conducted to determine the extent of improvement in respondents' understanding or abilities following the use of the learning module. The gain score was calculated by comparing the pre-test and post-test results, thereby providing a quantitative overview of the module's effectiveness. The collected data were then processed using the SPSS program to facilitate the calculation of the mean, standard deviation, and individual respondents' gain scores. Heaton (1988) emphasized that the use of the mean and standard deviation in analysis enables researchers to understand the variations in learners' achievement better.

The following table presents the results of the gain score calculations processed with SPSS, including the mean scores and standard deviations, which serve as indicators of the respondents' improvement.

Table 3.3 *N-Gain*

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	34	-.38	1.00	.3902	.38126
Valid N (listwise)	34				

To measure the extent to which students' abilities improved, the gain value was calculated by comparing individual pre-test and post-test scores. The resulting gain value of 0.3902 falls within the medium category ($0.3 < g < 0.7$). This finding suggests that the module produced a moderate yet notable improvement across the student cohort. Although the gain is not classified as high, the result remains meaningful considering that students worked with a full-English module, which posed challenges for those with lower English proficiency.

The medium gain value indicates that the intervention was effective but that the degree of improvement may have been influenced by several learner-related factors, such as vocabulary mastery, grammar proficiency, reading speed, and students' familiarity with text structures. Students with higher baseline scores showed more pronounced improvement, while those with very low initial proficiency

made smaller gains. This pattern aligns with educational research suggesting that higher-achieving students tend to adapt more readily to instructional innovations, especially materials requiring autonomous engagement and sustained concentration.

Interview Results

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 follows:

Table 3.4 *The Effect of Implementation Interview*

No	Question	Answer	Coding/Conclusion
1.	<i>Apakah menurutmu materi yang terdapat dalam modul mudah untuk dipahami ?</i> Do you think that the material contained in the module is easy to understand?	S1: Yes, it is quite easy to understand. S2: Yes, it's quite easy to understand S3: Yes, it's pretty easy to understand. S4: Yes, the material is pretty easy to understand S5: No, the material is difficult to understand. S6: No, it's difficult to understand	Highlighted easy to understand, partly easy to understand, difficult to understand due to lack of interest and low English proficiency.
2.	<i>Apakah menurutmu ada kesulitan atau hambatan dalam modul tersebut?</i> Do you think there are any difficulties or obstacles in the module?	S1: The obstacle is that the module is entirely in English, which makes it difficult for some people to understand. Therefore, translation or clearer explanation in Indonesian is needed S2: The difficulty is in understand the Simple Present Tense because I do not really understand it yet. S3: I am having difficulty understanding the factual report texts in the module. S4: I still don't quite understand the simple present tense. S5: The difficulty I face in learning is due to my limited understanding of English S6: The main difficulty I faced was the language.	Difficulty understanding the module due to English language use; challenges with Simple Present Tense; need for translations or explanations in Indonesian.

3.	<i>Apakah materinya menarik untuk dipelajari?</i> Is the material interesting to learn?	S1: Interesting, because in this module we are trained to analyze factual report texts according to the instructions provided. S2: It is interesting in the part of analyzing the text structure, namely determining the general classification and the description. S3: It is interesting because there are activities such as watching videos and composing factual reports using one's own creativity. S4: I think this module is interesting, especially in terms of its structure and organized content. S5: I feel that the module is not very interesting because I don't really like or understand English very well. S6: This module is quite interesting, although I don't quite understand the language.	Interesting because of structured text analysis activities; interesting due to classifying text structure; interesting for watching videos and creating texts; interesting because content is well-organized and easy to understand; not interesting due to dislike or lack of understanding of English; not interesting due to difficult language.
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Based on the interview data from six participants regarding the effect of implementing the Factual Report Module, it can be concluded that the module had a positive impact on most students. However, the effect was not highly significant due to several challenges encountered. In terms of learning outcomes, students showed different levels of improvement after using the module. Student 1 improved from 86 on the pre-test to 100 on the post-test. Student 2 improved from 86 to 93. Student 3 improved from 60 to 66. Student 4 improved from 53 to 66. Student 5 improved from 20 to 33. Student 6 improved from 13 to 20. These results indicate that the module had a positive impact on students' English learning, although the degree of improvement varied. Students with higher initial scores showed more significant progress, while those with lower starting points also improved, though at a slower pace.

Based on interviews, most students stated that the module was generally easy to understand, supported by its organised content and structured explanations. Nevertheless, some students admitted that certain parts, such as the Simple Present Tense and lengthy texts, were still difficult to comprehend.

Some students also reported specific difficulties due to the module being entirely in English. They explained that translation or additional explanations in Indonesian were needed to help them better understand the material. A few students further mentioned that their limited English proficiency became a barrier to learning.

In terms of interest, the majority of students found the module engaging, particularly due to its activities, such as text analysis, watching videos, and creating texts. However, a small number of students considered it less interesting, mainly because they did not enjoy or understand English well.

Overall, the findings suggest that the module is effective in supporting students' understanding of factual report texts and improving their English performance. At the same time, challenges related to language proficiency and grammar highlight the importance of considering students' prior abilities, motivation, and learning needs.

Discussion

The article results indicate that during six teaching sessions on English Language Teaching (ELT) for ninth-grade students at MTs Madani Alauddin Pao-Pao, the focus was placed on the "Factual Report Unit." This learning process, spanning from the pre-test to the post-test, was designed not only to assess students' comprehension but also to address the three research questions guiding the study. Consequently, it reflects a holistic and continuous portrayal of the students' learning experiences.

The implementation of the Factual Report Module had a clear and positive effect on the English learning outcomes of Class IX students at MTs Madani Alauddin Pao-Pao. The comparison between the pre-test and post-test results shows a significant improvement in students' understanding of factual report texts. In the pre-test, the mean score was 56.88, with only 14.70% of students in the "Very Good" category and 8.82% in the "Very Less" category. After the module was implemented, the mean score increased to 72.21, with 38.23% of students achieving "Very Good" scores and only 2.94% remaining in the "Very Less" category. The total number of correct answers from 34 students also increased from 291 in the pre-test to 339 in the post-test. The standard deviation values (21.153 for pre-test and 20.794 for post-test) indicate that the score distribution was relatively close to the mean, suggesting that most students benefited from the module.

Based on the N-gain analysis of the pre-test and post-test results, the average score obtained was 0.3902 with a standard deviation of 0.38126. According to Hake's classification, this result is categorized as moderate ($0.30 \leq g < 0.70$). This indicates that the implementation of questions and information related to food and beverages was relatively effective in improving students' learning outcomes. The minimum score of -0.38 and the maximum score of 1.00 further illustrate the variation

in students' achievement, where some showed substantial improvement while others experienced only slight progress.

The comparison between the pre-test and post-test results also shows a clear increase in student achievement. In the pre-test, the total number of correct answers from 34 students was 291, while in the post-test, the number increased to 339. These results demonstrate that students' understanding significantly improved after the implementation of the designed learning module.

A more detailed analysis of the pre-test indicates that the lowest achievement was in item number 7, with only 10 students answering correctly. This item measured students' ability to identify the structure of factual report texts, specifically a sentence that provided details about dates. Observations during the first implementation session revealed that most students had not yet fully grasped the structure of factual report texts, as the material was still unfamiliar to them. The low score can therefore be attributed to students' unfamiliarity with factual report content.

By contrast, the highest achievement in the pre-test was observed in item number 1, where 31 students answered correctly. This item assessed students' understanding of the meaning and definition of text types, particularly factual report texts. The relatively high result was influenced by the researcher's brief general explanation before the pre-test, which provided students with a basic foundation regarding factual reports.

The post-test results, however, revealed significant progress in most items. Students demonstrated improved ability to understand, identify, and compose factual report texts after learning through the module. This improvement is shown by the increase in the number of correct answers across almost all items compared to the pre-test. Nevertheless, some items remained challenging. For example, item number 4, which tested the identification of linguistic features (specifically tense usage in factual reports), was correctly answered by only nine students. This suggests that students still lacked a sufficient understanding of linguistic characteristics and had limited practice in distinguishing between text types, which led to frequent mistakes. On the other hand, the highest post-test achievement was observed in item number 5, which also focused on language features. The majority of students answered correctly because the options were clearly distinguishable, and the material was explicitly taught, making it easier to recall compared to tense usage, which often created confusion.

In conclusion, the analysis of the pre-test and post-test results confirms that the implementation of the factual report module was effective in enhancing students' understanding of the material. Before

implementation, students' primary weakness was in identifying text structure, while their highest achievement was in recognizing definitions. After completing the module, students demonstrated considerable progress in understanding, identifying, and composing factual reports, although difficulties persisted in linguistic aspects, particularly in tense usage. Thus, the module has been proven effective in supporting students' mastery of factual report texts, although further reinforcement is still required in specific areas to optimize learning outcomes.

Based on the results of student interviews presented in Table 4.5, the majority of students stated that the module material was relatively easy to understand (S1–S4), although several students experienced difficulties (S5–S6). The main challenges were related to language, particularly because the module was entirely written in English. Consequently, some students required translations or additional explanations in Indonesian (S1, S6). Difficulties also emerged in understanding grammar aspects, such as the simple present tense (S2, S4) and factual report texts (S3). These findings indicate variations in students' abilities to comprehend the material. According to van de Pol et al. (2010), this situation aligns with the importance of scaffolding, which emphasizes providing appropriate support so that learners can overcome challenges that slightly exceed their current competence.

Despite these language barriers, most students perceived the module as engaging because it incorporated varied and creative activities, such as analyzing the structure of factual report texts, watching videos, and composing texts based on their own ideas (S1–S4). However, a few students considered the module less engaging due to their limited English proficiency (S5). This result supports the findings of Mei et al. (2025), who highlight that attention and relevance of learning materials significantly influence students' motivation to be actively involved in learning. Thus, it can be concluded that while the module is generally well-received and has the potential to enhance both interest and comprehension, its effectiveness is not fully optimized for all learners. To address this issue, additional strategies such as providing glossaries, simplified explanations, or translations are necessary to increase the accessibility of the material. Consequently, based on the balance between positive feedback and suggestions for improvement, the data can be categorized as moderate.

Furthermore, interview results demonstrate that students evaluated the module as good and interesting, even though certain sections were perceived as difficult. These findings are consistent with the study of Khaeratunnisa (2023). Therefore, it may be concluded that the module is effective in

supporting learning outcomes; however, refinements in the material presentation are required to reduce the cognitive burden on students.

In comparison with previous studies that integrated Islamic values into English language teaching (Rohmana, 2020; Munir et.al, 2024; Rahmadany et.al, 2021), this study differs in that it does not explicitly emphasize the inculcation of religious values within the learning materials. Instead, the developed module focuses on a specific theme, namely asking for and providing information about food and beverages. Nevertheless, the objective remains consistent with earlier works, which is to promote contextual, meaningful English language learning while fostering character development. Overall, the module demonstrates strong content and integration of Islamic values, but still requires improvements in learning flow, activity variety, language consistency, and visual design to enhance clarity and attractiveness for students.

4. CONCLUSIONS

The findings of this article demonstrate that the implementation of the ELT module integrating Islamic values within the “Factual Report Unit” resulted in a significant improvement in students’ learning outcomes, as reflected in the increase of the average score from 57 to 72 and a gain score of 0.3902, further supported by interview data indicating that students perceived the module as clear, well-structured, and motivating. These results highlight that the use of contextual and relevant teaching materials provides students with more meaningful learning experiences, enhances their ability to learn independently, increases their motivation, and deepens their understanding of the material through accessible digital and printed formats. For teachers, the study emphasizes the importance of adopting interactive, contextual, and technology-based instructional resources, encouraging them to utilize the developed module as an additional learning tool that can improve instructional effectiveness and foster active student participation, as well as guide the development of more innovative teaching strategies and media. Furthermore, the findings offer a valuable reference for future researchers to explore the development and evaluation of similar teaching materials across different educational levels or contexts, broaden participant involvement, deepen the analysis of students’ cognitive and affective aspects, or employ diverse research methods to generate more comprehensive insights.

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