

THE EVALUATION RESULTS OF DEVELOPING ELT MATERIAL BASED MASTERY LEARNING MODEL OF “MY FAVORITE SNACK” UNIT FOR THE SEVENTH GRADE STUDENTS AT MTSN GOWA

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ABSTRACT

This study focuses on developing English Language Teaching (ELT) materials for seventh-grade students at MTsN Gowa, specifically targeting Chapter 2 "Culinary and Me" in Unit 2 "My Favorite Snack." The materials are designed in accordance with the Merdeka Curriculum and employ the Mastery Learning model. The research utilized the Research and Development (R&D) method, incorporating the ADDIE model for instructional design. Initially, the analysis stage involved identifying the learning objectives and needs of the students through questionnaires. The design phase included creating a blueprint and *Alur Tujuan Pembelajaran* (Learning Flow) that integrates the Mastery Learning model. The development of the materials followed the Mastery Learning steps: orientation, presentation, structured training, guided practice, and self-practice. Due to time and cost constraints, the implementation stage was not carried out. In the final evaluation stage, the developed materials were tested for validity. The needs analysis revealed that while students could name their favorite snacks in English, they struggled with explaining snacks from various Indonesian regions. To bridge this gap, materials were developed to enhance students' understanding and abilities. Experts reviewed and evaluated the product, leading to iterative feedback and refinement. The final evaluation showed that the *Alur Tujuan Pembelajaran* received a validity score of 91.6 (Very Good), and the teaching module scored 3.82 (Very Valid). Notably, this study is pioneering in applying the Mastery Learning Model to English language learning. This research provides a valuable reference for other academics in the field and suggests further exploration of the implementation phase. The developed English language materials aim to boost students' learning motivation by addressing their specific needs and have undergone rigorous validation to ensure their effectiveness as reliable educational resources.

Keywords: *RnD, ELT Material, Mastery Learning*

1. INTRODUCTION

Education as a forum for developing potential cannot be carried out without a curriculum (Firmansyah, 2023). The curriculum serves as a guideline for how education is carried out. This is because schools implement a learning process based on the curriculum. The curriculum is needed for every learning process. The curriculum is a reference for the process of organizing education in Indonesia because it is a tool to achieve educational goals.

Indonesia has undergone several changes in its curriculum, including the transition from K-13 to *Merdeka* Curriculum. The *Merdeka* Curriculum has changed the educational landscape in Indonesia by giving autonomy to schools to design their own programs, especially in terms of English language learning. Based on a preliminary study involving interviews with the English teacher on January 11, 2024 at MTsN Gowa, researchers found that currently MTsN Gowa has implemented the *Merdeka* Curriculum for grade VII in the second year, grade VIII in the first year, and grade IX is still using K-13.

Nowadays, as we all know, English is a world language and therefore it is very important to learn it. The paradigm of English language learning has greatly changed during the digital era. The use of digital media and technology has opened up new opportunities for students to improve all four language skills: reading, writing, speaking and listening. By using Smart TVs and tablets as well as digital resources such as online learning websites, language apps and social media platforms, students can more easily gain an understanding of English.

In line with the importance of seeking knowledge, the teacher will develop students' knowledge by using interesting teaching materials to increase students' learning motivation. Teaching materials can be explained as lesson materials that are comprehensively arranged and structured based on learning principles that are applied by the teacher and students in the teaching and learning process. Teaching materials are arranged systematically to facilitate students in the learning process. The utilization of teaching materials in the teaching-learning process has a significant role (Sungkono, n.d.). According to Belawati (2003: 14-19), this role involves the teacher, students, as well as individual, classical, and group learning.

According to the explanation above, the role of teaching materials is very significant in determining the learning outcomes achieved. Silberman (2006:24-25) highlights the effectiveness of teaching materials in the learning process. With teaching materials, learners' memory ability increases substantially and can be maintained for a longer period of time. This is related to the enrichment of learners' experiences that do not only rely on auditory abilities, but also involve reading and reasoning processes. One example of teaching materials that are often used in learning is modules. In the context of teaching, a module is described as an independent learning unit consisting of a series of learning activities to achieve specific and clearly defined objectives. According to Sidiq & Najuah (2020), modules are learning resources that contain materials, teaching methods, evaluation criteria, and are systematically and attractively designed to achieve the curriculum and learning objectives that have been set.

There are many learning modules that are mediocre and seem to be made without good consideration so that the implementation is not optimal. Therefore, the module developed must fulfill the elements of triggering student motivation. The problem that occurs is that many teaching modules are simply made without paying attention to good rules so that their utilization is also imperfect. Therefore, a teaching module is needed that is good, valid, and can trigger student motivation. In designing a teaching module, of course, what plays a very important role besides the material and learning flow is the learning model or approach used in the learning process. This part is no less important than the parts mentioned earlier, because students tend to be more active and interested in the learning process.

Regarding material mastery, there is one learning model that is very suitable if the teacher's goal is to assess the extent of student understanding of the material. That model or approach is known as Mastery Learning. According to Jonathan Bergmann, Mastery Learning is a teaching approach that gives each student the opportunity to progress in learning with confidence. The teacher use a flexible approach to guide students through cycles of preparation, knowledge demonstration and feedback until agreement is reached between teacher and student that the student is ready to move on to the next cycle. With the implementation of this learning system as a whole, it is expected that the teaching-learning process can run well so that learning objectives can be achieved optimally, making the learning process more effective and efficient (Sukmadinata, Svaodih, 2005).

Based on preliminary research, the researcher found that the teacher use teaching materials sourced from the book "English for Nusantara" published by Ministry of Education and Culture (*Kemendikbud*), besides that the teacher also often combine the material with the material contained in the K-13 book. Febraningrum & Suroso (2023) mentioned in their article that there was weakness in the "English for Nusantara" book, namely the absence of pronunciation material and activity in chapters 1 to 5, causing the low average score of 66.67% in the language skills section. This weakness is marked by the absence of speaking activities or vocabulary lists in each chapter in the book.

From the previous explanation, the researcher aims to design a learning module that adopts the Mastery Learning approach entitled "Developing ELT Material Based Mastery Learning Of "My Favorite Snack" Unit for the Seventh Grade Students at MTsN Gowa", which is inspired by the material in the book "English for Nusantara". This module is organized with simpler language so that it is easily understood by students.

2. METHOD

In this study, the research and development (R&D) method was used. Research and Development (R&D) is a series of steps to create innovative products or improve existing products. R&D is a research approach that focuses on developing specific products and assessing the results (Amile and Reesnes, 2015: 297).

The researcher decided to apply the research and development method because the researcher aimed to produce a learning product in the form of an English module. The reason behind the choice of this method is the belief that the approach will effectively help in designing an English module with a focus on mastery learning, especially for students who are in grade VII.

In this research, the researcher combined two approaches at once, namely qualitative and quantitative approaches. Qualitative approach emphasizes collecting descriptive and interpretive data to explore the meaning, values, beliefs and experiences contained in the phenomena studied. While quantitative approach is a research approach that prioritizes collecting and analyzing data in the form of numbers or numerical values, such as surveys, measurements, or experiments, and then analyzed using statistical methods.

This research applied the ADDIE (Analyze, Design, Develop, Implement, Evaluate) approach, which is prescriptive and can be adapted to various development contexts. This model is the cornerstone of the life cycle used in learning, curriculum design, and instructional development.

This research is planned to be conducted at MTsN Gowa and involves a number of research participants. The selection of participants is done objectively through sampling to obtain representative data. In this case, this research utilized several data sources by involving the participation of students, MTsN Gowa the teacher, and validators.

3. RESULTS

Before the developed teaching materials are implemented in the classroom, they must be evaluated by experts. The evaluation is done to ensure that the materials are appropriately organized and ready for use, according to the feedback from the experts, i.e.:

a. Experts' Advice

1. *Alur Tujuan Pembelajaran*

Table 1. Experts' advice on the *Alur Tujuan Pembelajaran*

No.	Reviewers	Advices
1	Consultants	Pay attention to grammatical errors The <i>Alur Tujuan Pembelajaran</i> is good, but there are some parts that need to be improved: <ul style="list-style-type: none"> • Class/semester: semester is replaced with phase. • Learning outcomes: too general, must be specified. After the learning outcomes, it is necessary to add a "rational" explanation that serves to provide context and a deeper understanding of the learning outcomes.
2	Expert 1	<ul style="list-style-type: none"> • Phase D learning outcome elements: the elements should not be separated, they should be combined because there are already absolute rules. The description must also use the right description. • Learning flow and objectives: enter one column for the element section. • General information of the teaching module: the learning model should use mastery learning instead of discovery learning.
3	Expert 2	No revision needed.

2. Learning Module

Table 2 Experts' advice on the developed textbook

No.	Reviewers	Advices
1	Consultants	Pay attention to grammatical errors
		The module is good, the content is also good, but there are some parts that need to be improved: <ul style="list-style-type: none"> • The design of the teaching module should be collaborated with RnD group mates, such as templates, fonts, font sizes, etc. • Learning outcomes (page 1): too general, should be specified. In addition, language features and elements should also be added.
2.	Expert 1	<ul style="list-style-type: none"> • Orientation 1 (page 2): the learning objectives should be clarified. • Presentation 1 (page 3): provide additional explanation to make the material more complete. • Orientation 2 (page 10): the learning objectives should be clarified. • Presentation 2 (page 11 and 12): there are some vocabulary words that need to be corrected. • Add a learning journal before the glossary page.
3.	Expert 2	No revision needed.

b. General Content Experts Validation

1. Alur Tujuan Pembelajaran Result

Table 3 Alur Tujuan Pembelajaran Result

No.	Component/Indicator	Score from Validator 1	Score from Validator 2	Mean Score	Result
1	Identity ATP contains school name, subject name, class/phase.	4	4	4	Very Valid
2	Learning Achievement Contains complete learning achievement in accordance with BSKAP Head Decree No.008/KR/2022 (brief subject rationale, subject objectives, subject characteristics and learning outcomes in one phase).	2	4	3	Valid
3	Learning Objectives Learning objectives contain competencies in attitudes, knowledge, and skills and contain content in accordance with learning outcomes.	3	3	3	Valid
4	Time Allocation Contains time allocation equal to the number of intracurricular hours per year.	4	4	4	Very Valid
5	Learning Material Contains essential learning materials in accordance with learning outcomes.	4	4	4	Very Valid
6	Others <ol style="list-style-type: none"> Contains learning methods/models Assessment/assessment that can assess attitude, knowledge, and skills Learning resources Glossary (optional) 	4	4	4	Very Valid
	Total score		91,6		
	Score = (Total score/24) x 100				
	Criteria		Very Good		

2. Learning Module Result

Table 4 Learning Modul Result

Statement	Score from Validator 1	Score from Validator 2	Mean Score	Result
1. Cover design				
1.1 The cover is attractive to the learners	4	4	4	Very Valid
2. Layout				
2.1 The layout is clear for learners	4	4	4	Very Valid
2.2 The layout is attractive to the learners	4	4	4	Very Valid
3. Instructional objectives				
3.1 The instructional objectives are clear	3	3	3	Valid
3.2 The instructional objectives are understandable	4	4	4	Very Valid
3.3 The instructional objectives ordered appropriately	4	4	4	Very Valid
3.4 The instructional objectives reflect to the topic	4	4	4	Very Valid
4. Organization of material				
4.1 The materials are organized attractively	4	3	3,5	Valid
4.2 The organization of material in the form of units is appropriate	4	3	3,5	Valid
4.3 The materials are organized in logically ordered tasks	4	4	4	Very Valid
4.4 The themes and topics are relevant to the learning material in each basic competency	4	4	4	Very Valid
4.5 They are arranged in a logical sequence on the basis of topic or theme following the indicators	3	3	3	Valid
4.6 The material cover a variety of topics and situation following the indicators	3	4	3,5	Valid

4.7 The material have already represented the indicators	4	4	4	Very Valid
4.8 The materials are organized in logically ordered tasks following the blueprint	4	4	4	Very Valid
4.9 The material are appropriate with the structure of mastery learning model	4	4	4	Very Valid
4.10 The material consist of the subject matters	4	3	3,5	Valid
4.11 The material compiled based on the mastery learning model and can increase the students' motivation	4	4	4	Very Valid
5. Systematic Content of English				
5.1 The integrated skills are appropriate to the student level and needs.	4	4	4	Very Valid
5.2 There are three subject matters (social function, structure text, and linguistics element) in each basic competency	2	4	3	Valid
5.3 The structure of arranging the materials following the mastery learning model	3	4	3,5	Valid
6. Activities/ Exercises/ Tasks				
6.1 The activities, exercises and tasks are interesting.	4	4	4	Very Valid
6.2 The activities, exercises and task are aimed in developing student comprehension.	4	4	4	Very Valid
6.3 They provide for a real world use of language in daily lives.	4	4	4	Very Valid
6.4 The situations of the activities, exercises and tasks in each subject matter are appropriate to the learner's level and need.	4	4	4	Very Valid
6.5 The activities, exercises and tasks provide for varying learning arrangement like pairs and working in group.	4	4	4	Very Valid
6.6 The activities, exercises and tasks focus on student's comprehension for each indicator.	4	4	4	Very Valid
6.7 The instruction for the activities, exercises and tasks are simple and clear.	4	4	4	Very Valid
6.8 The activities, exercises and tasks allow for the teacher's initiative to modify the activities.	4	4	4	Very Valid
6.9 The activities, exercises and tasks' instructions are clear and structured	4	4	4	Very Valid
Total: 3,82		= Very Valid		

Two experts performed the validation process. Both experts concurred with the study findings, affirming that, overall, this module fulfills the students' requirements and other crucial

factors. Therefore, it can be deduced that this module is valid and can serve as a beneficial alternative learning tool that enhances students' motivation to learn.

4. DISCUSSION

According to Allen (2006), evaluation begins with analysis and continues throughout the learning program cycle. After the teaching module was developed, the researcher sent the module design to consultants and validators to check its validity. The aim is to ensure whether the module has met the needs of students using the Mastery Learning model.

Two experts performed the validation process. Both experts concurred with the study findings, affirming that, overall, this module fulfills the students' requirements and other crucial factors. However, there are several advices given by experts, including in the *Alur Tujuan Pembelajaran*, namely in the class/semester section the word 'semester' is replaced by 'phase', the learning outcomes must be specified, the elements in Phase D should not be separated, adding one column for the elements section in the table, and in the general information section of the teaching module the word 'Discovery' is replaced with 'Mastery'. Meanwhile, on the developed textbook, the experts gave advices, namely the design of the textbook should be the same as that of the RnD group, the learning outcomes should be specified and language features and elements added, the learning objectives in orientation 1 and 2 should be clarified, providing additional explanations in presentation 1, correcting some vocabulary in presentation 2, and adding a learning journal before the glossary.

Overall, it can be deduced that this module is valid and can serve as a beneficial alternative learning tool that enhances students' motivation to learn, where the developed module obtained a score of 3.82 with the predicate Very Valid. In line with the findings of Muhidin et al. (2019) entitled "Development of Mastery Learning in Educational Statistic Course" stated that the learning manual developed obtained an average score of 3.5.

5. CONCLUSION

The research systematics allow for the following conclusions to be drawn based on the formulated research questions exactly in development phase. The analyzed data was presented to the supervisor for assessment during the analysis phase before progressing to the subsequent stage. In the design phase, the formulated syllabus underwent validation by validators and achieved a high level of validity, garnering an average score of 91.6. Additionally, during the development phase, the module design attained a commendable level of validity with an overall average score of 3.82, earning the designation of "Very Valid." Ultimately, following a systematic development and review procedure, the English textbook based on the Mastery Learning approach was deemed feasible by the validator.

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