THE ANALYSIS RESULTS OF THE DEVELOPING ELT MATERIAL BASED MASTERY LEARNING MODEL OF "LET'S CLEAN UP" UNIT FOR THE SEVENTH GRADE STUDENTS AT MTSN GOWA

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ABSTRACT

This research aims to develop English Language Teaching (ELT) materials based on the Mastery Learning Model specifically for chapter 3 "Home Sweet Home" in unit 3 "Let's Clean Up" at MTsN Gowa, based on the Kurikulum Merdeka and supported by the Mastery Learning model. The researcher employed the Research and Development (R&D) method using the ADDIE model as the instructional design framework. In the analysis phase, the researcher identified the target and learning needs of the students by distributing questionnaires to analyze the needs of seventh-grade students at MTsN Gowa. During the design phase, the researcher created the Alur Tujuan Pembelajaran (ATP), which included learning indicators from the mastery learning model. The development of ELT materials followed the stages of mastery learning: orientation, presentation, structured training, guided practice, and self-practice. Results from the need analysis indicated that students were generally able to describe and categorize waste but struggled with using imperative sentences. The designed materials effectively addressed these gaps, enhancing students' understanding and ability to use imperative sentences. The development phase saw the creation of these tailored ELT materials, which were then tested and refined through iterative feedback and revisions. Validation results indicated a high level of validity with a score of 3.8, classifying the materials as very valid. In conclusion, the study demonstrated that incorporating Mastery Learning principles into ELT materials significantly improves learning outcomes by addressing specific student needs and preferences. The systematic approach of need analysis, design, development, and evaluation ensures that the materials are not only educationally effective but also engaging and enjoyable for students. Future researchers can build on this work by conducting the implementation phase, which was skipped in this study, to further validate and refine the effectiveness of these materials in broader educational contexts.

Keywords: *RnD, ELT Material, Mastery Learning*

1. INTRODUCTION

The rapid advancement of science and technology has profoundly shaped the educational landscape in Indonesia, particularly in the development of its curriculum. As these fields continue to evolve, it is crucial that the curriculum adapts to ensure that learners acquire the knowledge and skills necessary to thrive in a digitally-driven world. This includes not only integrating technology into teaching methods but also emphasizing digital literacy, programming, and critical thinking. The Indonesian curriculum, especially within Islamic schools such as Madrasah Tsanawiyah (MTs), must align with these advancements to remain relevant and effective. The recent implementation of the Merdeka curriculum represents a significant shift towards greater autonomy for schools, allowing them to tailor their teaching to local needs and contemporary challenges. This flexibility encourages innovation in educational approaches, enabling educators to develop more engaging and meaningful learning experiences for their students.

At MTs 1 Gowa, the adoption of the Independent Curriculum has prompted a focus on the development of English Language Teaching (ELT) materials that better meet the needs of students. English, as a foreign language in Indonesia, plays a vital role in helping students engage with global scientific and technological content. However, current textbooks often fail to address the specific requirements of students and schools, leading to a disconnect between learning objectives and student outcomes. This has led to the need for customized teaching materials that are more aligned with students' abilities and learning contexts.

The use of teaching materials in learning also plays an important role. These roles include the role of teachers, students, classical learning, and group roles (Kurniawan & Kuswandi, 2021). The role of teaching materials for teachers is to make the learning process more effective and interactive. According to Tomlinson (2013) in Farajnezhad (2022) stated that "Needs and wants of the learners should drive the materials." Using a module like this is expected to motivate students in learning and can increase the effectiveness of students in understanding and mastering the material provided.

The study conducted involved an initial interview with an English teacher at MTsN Gowa on January 11, 2024. The findings indicate that teachers generally rely on school-provided textbooks, and they lack the autonomy to choose or determine the textbooks, as they are typically regulated by the government. Consequently, these textbooks are often mismatched with the specific conditions of schools, students, and curricula in certain educational settings. Additionally, teachers face challenges in adapting the material to students' prior knowledge. The chosen textbook, "English for Nusantara" is found to require simplification and adjustment in terms of both content and language to better suit the students' conditions, needs, and abilities.

The concept of Mastery Learning is also considered in line with the needs of students at MTsN Gowa, where from the results of interviews with the teacher concerned that students' memory of the material that has been given does not last long. This is in line with the concept of mastery learning which has the flexibility of time for students to relearn material that has not been thoroughly understood so that the durability of the material lasts longer than other conventional methods (Bergmann; 2023). The concept of Mastery Learning, which allows students to revisit and thoroughly understand material at their own pace, is particularly relevant in this context. It ensures that students at MTsN Gowa can retain and apply knowledge more effectively, addressing the challenges posed by conventional teaching methods.

Based on the above, the researcher is interested in developing ELT materials with the title "Developing ELT Material Based on Mastery Learning of 'Let's Clean Up' Unit for Seventh Grade Students at MTsN Gowa." The hope is to create more relevant and engaging learning materials for students, enabling them to be more active and effective in understanding the learning content.

2. METHOD

In this study, the researcher used the Research and Development (R&D) method to create a new English learning module for seventh-grade students. R&D is a process that helps develop new products or improve existing ones, making it ideal for creating educational tools that meet specific learning needs. The goal is to design a module that is both useful and effective for students.

The research combines both qualitative and quantitative methods. First, qualitative methods like surveys and interviews are used to understand what students and teachers need from the module. This helps ensure that the module is relevant to their needs. Then, quantitative methods, including experiments, are used to test how well the module works in improving student learning outcomes.

To develop the module, the researcher followed the ADDIE model, which stands for Analyze, Design, Develop, Implement, and Evaluate:
a) Analyze: Identifying the needs of the students and what the module should achieve.
b) Design: Planning the content and structure of the module.

c) Develop: Creating the module content and materials.
d) Implement: Using the module in the classroom with the students. However, the researcher will not carry out the implementation stage in this research. But it is suggested that the implementation stage be carried out by the next researchers.
e) Evaluate: Assessing the module's effectiveness and making improvements if needed.

The study was conducted at MTsN Gowa and involved students, teachers, and experts in the process to ensure the module is useful and meets educational standards. This approach aims to create a learning tool that helps students better understand and engage with their English lessons.

3. RESULTS

Table 1. The Overall Needs Inventory from Linguistics Needs

Linguistics Needs	
Learning Ability	**Learning Priority**
• Students are able to describe about organic and non-organic waste. • Students are able to categorize waste based on its type. • Students are less able to use imperative sentence in english. -	• Students enjoy learning English. • Students like reading books about English subjects. • Students enjoy doing assignments. • Students are happy with assignments in the form of conversations. • Students like doing both written and oral assignments.

Many students enjoy English lessons such as reading, writing, listening, and speaking, as indicated by the needs assessment results. However, due to various internal and external factors, some students are still unable to introduce themselves in English. Therefore, the researcher provided self-introduction materials to ensure that all students can introduce themselves in the future.

In addition to improving self-introduction skills in English, which can enhance speaking skills, the researcher also aims to improve students' writing and reading skills. Consequently, the researcher has included numerous writing and reading activities related to everyday life, designed to be engaging to prevent student boredom. Furthermore, the researcher has assigned numerous tasks related to writing and reading.

Table 2. The Overall Needs Inventory from Learning Needs

Learning Needs		
Learning Problem	**Learning Attitude**	**Learning Style**
• The questionnaire results show that, on average, students are able to understand the teacher's explanations and the material in the textbooks used.	• Learning media are supplemented with images. • Students ask the teacher about material they do not understand. • Students ask their peers if there is material they do not understand. • Students review the material they do not understand.	• Listening to the teacher's explanation. • Learning through play. • Learning using visual aids. • Working on assignments in groups. • Working on assignments in pairs. • Working on assignments independently.

The research shows that the teaching materials use different types of visual aids, such as pictures, diagrams, maps, and charts. Each part of the material has colorful images, and audiovisual aids help students read the text out loud. Students also help each other with pronunciation and practice listening. When students find the material hard to understand, they use three main strategies: asking the teacher for help, talking to classmates, and reviewing the

material again. The teaching materials are designed to support these strategies, offering activities that range from individual tasks to group work. Working alone helps students learn independently, while group activities encourage teamwork. Students are also encouraged to ask questions and read the material multiple times to improve their understanding.

4. DISCUSSION

Data shows that students love learning English and can classify organic and non-organic garbage using English. Additionally, students like to read material, listen to teacher instructions, work on tasks with examples and colored images, and understand the material well. However, they still have difficulty using imperative sentences in English. Learning needs indicate that students like to use images as a learning tool during the learning process. They also ask teachers, ask friends, and read the material over and over again when they encounter difficulties. Students employ various learning methods, such as listening to teacher explanations, playing educational games, using tools and media, working in groups, working in pairs, and working alone. Despite employing these methods, students still fail to understand the use of imperative sentences well.

According to Maruganantham (2015), the analysis phase can involve specialized research techniques such as needs analysis, goal analysis, and task analysis. In the analysis phase of the needs of 7th-grade students at Gowa State MTs, Kaharuddin theory's (2015) was adapted. the researcher divided students' needs into two parts: learning needs and linguistic needs. Linguistic needs consist of learning ability and learning priority, while learning needs are composed of learning problems, learning attitudes, and learning styles. This phase is in line with the previous study of kamsinah at al (2022) with questionnaires consisting of three parts namely the Organization of material, the content ofaterials and learner's characteristic (students learning styles, preferences, and problems).

5. CONCLUSION

The research indicates that seventh-grade students at MTsN Gowa greatly enjoy learning English and can classify organic and non-organic waste using English. Data shows that students prefer reading materials, listening to teacher instructions, working on tasks with examples and colored images, and generally understanding the material well. However, despite their interest, they struggle with using imperative sentences in English. Students tend to use images as learning aids and will ask teachers, consult peers, or reread the material when they encounter difficulties. Their preferred learning methods include listening to teacher explanations, playing educational games, learning with tools and media, working in groups, in pairs, and individually. The main challenge is that, even though they have tried various learning methods, they still fail to grasp the use of imperative sentences effectively.

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