

THE DEVELOPMENT RESULTS OF THE DEVELOPING ELT MATERIAL BASED MASTERY LEARNING MODEL OF “MY FRIENDS AND I” UNIT FOR THE SEVENTH GRADE STUDENTS AT MTSN GOWA

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ABSTRACT

The study's goal is to create educational resources for 7th-grade students in English, focusing on Chapter 1 "About Me" in Unit 3 "My Friends and I" at MTsN. This will be aligned with the Merdeka curriculum and will involve employing mastery learning techniques. The researcher used the R&D method with the ADDIE model (analysis, design, development, implementation, and evaluation) for the learning design framework because it is in accordance with the steps of developing researcher' learning tools. In the defining stage, researcher determine the target students and learning needs by distributing questionnaires to students to analyse the needs of class VII students at MTsN Gowa. The syllabus made at the Design stage follows the mastery learning-based learning model. At the mastery learning model stage consists of 5 stages, namely: orientation, presentation, structured training, guided practice, and self-practice. In this study, validation is needed to validate the product. Validation was conducted by two experts, where the results of the ATP validation were 91,7 (very good) and the Module validation results were 3.7 (very valid). the experts suggest that the ATP and Module align well with students' requirements and other key factors. This implies that the ATP and Module are valid and can serve as a practical alternative learning resource for students. This research offers valuable insights for fellow researcher in the literature field. The creation of English language materials in this study has the potential to boost students' motivation for learning, tailored to their specific requirements. These materials have undergone a rigorous validation process, making them a reliable choice for students as a learning resource.

Keywords: *R&D, ELT Material, Mastery Learning*

1. INTRODUCTION

Education plays an important role in life. Education is an everyday activity in human life and an area that truly determines the quality of a nation. The expected goal of education is to ensure quality learning outcomes and meet the expectations of various parties. The government views this matter as crucial, as outlined in Law number 20 of 2003 concerning Indonesia's National Education System. This law is aimed at skill development and molding the character and civilization of the nation, which are vital components of education. Civic life that benefits the nation and aims to develop students' potential into people who believe in and obey Almighty God and are democratic and responsible citizens.

Educational goals can be achieved by implementing good learning. Good learning means learning that covers all aspects. To achieve educational goals, one of the government's initiatives is to enhance the curriculum. Sudjana (2005), defines a curriculum encompasses goals and

expectations articulated through educational plans and programs executed by educators in schools. The curriculum represents the intention and blueprint, while implementation involves the teaching and learning procedures in which teachers and students are actively engaged. The introduction of independent study programs is a step towards enhancing the overall quality of education in the nation. The independent study program (Previously called the Prototype Program) was developed as more flexible educational framework that focuses on essential materials and develops students' character and abilities. In this curriculum enhancement aimed at restoring learning, curriculum not only sets the content to be taught in the classroom but also impacts the speed and teaching approaches that teachers employ to cater to the learning requirements of students. In its broadest sense, learning is defined as the process by which individuals acquire knowledge, skills, or understanding through experience, teaching, or learning. Inspiring learning starts with creative and interesting learning materials. One essential skill that teachers need to have to fulfill their responsibilities is the ability to create teaching materials. It's crucial for teachers to develop instructional materials that enhance the effectiveness and efficiency of learning, aligning closely with the skills students are meant to acquire.

Pardo & Téllez (2009), propose a definition (material development) that they consider more appropriate due to its inclusive nature. It's about adapting and creating exercises, tasks, activities, learning units, learning and teaching modules or multi-part modules. This is supported by a statement from Low (1989) which mentions: "Designing suitable materials is not a science; it is a unique blend of creativity, intuition, and analytical reasoning."

Teaching materials refer to resources that are thorough and methodically developed according to the learning principles applied by teachers and students during the educational process. These materials are structured, arranged in a logical sequence to facilitate student learning. Moreover, teaching materials are distinctive and precise. Uniqueness implies that the educational material is solely intended for a particular objective within a specific learning context, while specificity denotes that the material's content is tailored to acquire particular skills for a defined purpose. The incorporation of teaching materials into the learning process holds significant importance. According to Belawati (2003), it covers the roles of teachers and students in individual, traditional and group lessons.

Ideally, teachers should have a good understanding of the skills required to create instructional materials. However, in reality, many teachers do not have a good understanding of it and therefore often implement the learning process in a conventional way. One of the effects of conventional learning is that teaching becomes more dominant, causing students to become less active and listen more. Furthermore, the science they engage in is also less interesting because it is less diverse. As explained above, the role of teaching materials significantly influences the learning outcomes that are attained.

Silberman & Biech (2015), it underscores the efficacy of teaching materials in the learning journey. Teaching materials play a vital role in enhancing students' memory retention and ensuring long-lasting learning outcomes. The aim is to enhance students' experiences by developing not only listening skills, but also reading and thinking skills. The modules are examples of teaching materials commonly used in science. In the world of education, a module is defined as a complete and independent unit consisting of a series of learning activities aimed at achieving specific and clearly defined objectives. According to another source, a module is an educational tool that encompasses materials, methods, limitations, and evaluation criteria, all structured in a systematic and engaging manner to fulfill the predetermined curriculum and objectives (Sidiq & Najuah, 2020).

When creating a teaching module, the chosen learning model or approach utilized in the educational process is crucial, impacting both the content and the progression of learning. This section is no less important than the above sections because depending on the teaching methods used by the teacher, students generally display greater engagement and interest in the learning process. The teacher's teaching is considered successful when students actively participate and

understand and master the material taught to them. When it comes to mastering a subject, there is a learning model or approach called mastery learning, which is particularly suitable when the teacher's aim is to assess the students' comprehension level.

According to Bergmann (2022), Mastery Learning is a teaching approach that enables every student, regardless of their starting point, to advance confidently. The teacher employs adaptable pacing to lead students through a repetitive cycle of preparation, knowledge demonstration, and feedback until there is mutual agreement between the teacher and the student that the student is prepared to move on to the next phase. The objective of a comprehensive learning system is to facilitate the teaching and learning process in a manner that optimally achieves the desired educational objectives, making the learning process more effective and efficient (Sukmadinata & Syaodih, 2006).

To address challenges in the learning process, encompassing teaching materials, student engagement, and resource management, teachers must develop suitable lesson plans to enhance the quality of education. A key concept utilized is the learning approach known as mastery learning, founded on the belief that students can excel given the appropriate support and conducive environment.

English for *Nusantara* is a type of textbook published by the Ministry of Education and Culture which is used by grade 7 in several junior high schools throughout Indonesia, both in public and private schools to assist learning in the *curriculum Merdeka*. Because this book there are schools that use it, the book needs to be examined the contents in it. Therefore, the aim of this paper is to find out the strength and weakness of the English for *Nusantara* textbook for 7th grade junior high school is in the application of the *Merdeka* Curriculum

The researcher has conducted preliminary research on January 11, 2024, by interviewing English teachers at MTsN Gowa. Based on the results of the interview, the researcher found that the teacher used an e-book entitled "English for *Nusantara*". The problem found by the researcher is that the book in terms of content and learning material is still difficult for students to understand. In addition, the book "English for *Nusantara*" has many practice questions, and the teacher also cannot cover all the exercises in the book. Therefore, this will bring losses in the teaching process and will ultimately lead to unsuccessful learning. 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.

Based on the insights shared, it is evident that there is a requirement for the development of materials with simplified content and language to enhance students' comprehension. Hence, the researcher aims to create learning modules that will facilitate understanding for both teachers and students. As a result, the research project is titled "Developing ELT Material Based on the Mastery Learning Model for the "My Friends and I" Unit for seventh Grade Students at MTsN Gowa."

2. METHOD

The researcher employed the Research and Development (R&D) method. R&D is a systematic process used to create new products or enhance existing ones. Development research serves as a bridge that can connect or even bridge the gap between fundamental research and applied research. In essence, Research and Development (R&D) is a research approach geared towards generating specific products. This type of research can effectively address educational challenges, fostering the development and application of innovative solutions, such as Research and Development (R&D).

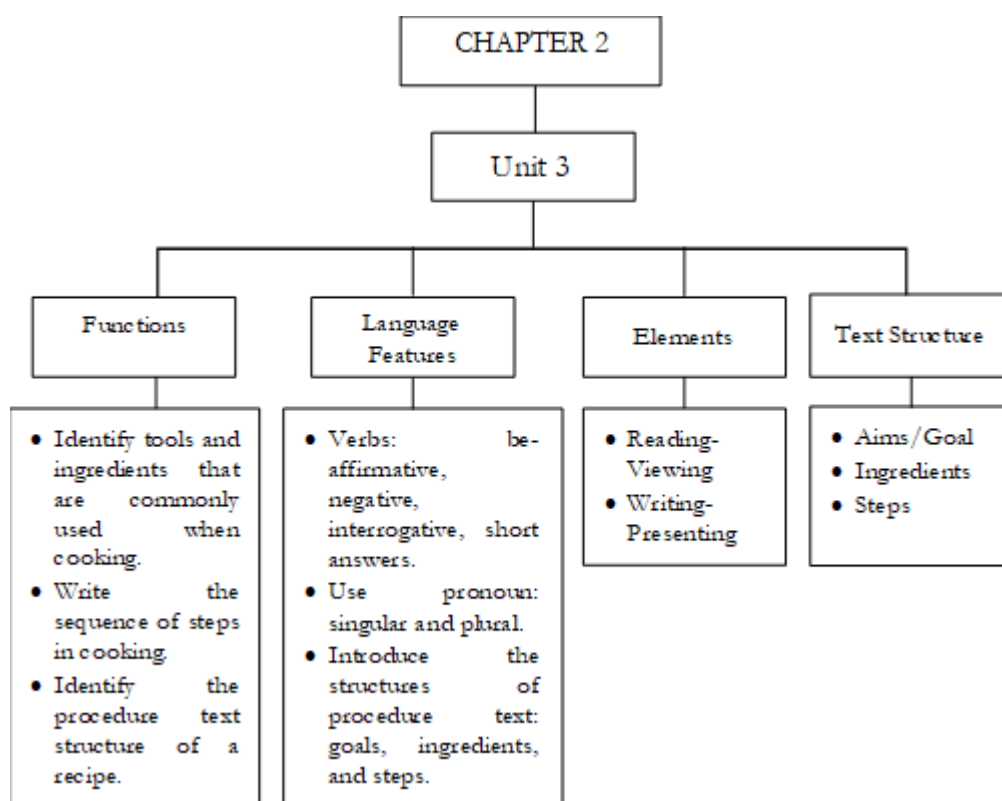
Research and development will be utilized as the researcher aims to create a learning product in the form of an English module. This type of research and development is deemed appropriate to aid researcher in crafting English modules incorporating a mastery learning approach for seventh grade students.

The research approach employed is a blend of qualitative and quantitative methodologies. This choice is aligned with the study's objectives, which aim to develop specific products. For needs analysis research, qualitative methods such as surveys are utilized, while testing the effectiveness of the products in a broader context requires research to evaluate their efficacy, typically employing experimental and quantitative methods. Data collection in the field initially leans towards qualitative methods, while the testing of product effectiveness involves experimental and quantitative methodologies.

In this research, the researcher applied the ADDIE (Analyze, Design, Develop, Implement, Evaluate) approach, which is prescriptive and can be adapted to various development contexts. The ADDIE model acronym represents Analysis, Design, Development, Implementation, and Evaluation. It is a life-cycle framework used in instructional development, curriculum design, and the learning process.

This research is planned to be conducted at MTsN Gowa and will involve a number of research participants. Participant selection is done objectively through sampling to obtain representative data. Thus, this research used several data sources by inviting the participation of students, teacher at MTsN Gowa, and validators.

3. RESULTS



The design of the conceptual framework for English proficiency based on the ATP (Alur Tujuan Pembelajaran) facilitates the execution of all English competency procedures. The conceptual map comprises crucial elements that form the basis of the ATP (Alur Tujuan Pembelajaran) content. The ATP (Alur Tujuan Pembelajaran) should encompass three primary pedagogical approaches to deliver customized learning experiences tailored to students' needs, namely:

Providing language skills

At this stage, the researcher readies students with comprehensive English learning resources that cover linguistic elements, text structures, social functions, and designated topics for

study as materials and work resources. Subsequently, a sequence of activities is carried out to impart the necessary knowledge and skills to students to fulfill the curriculum requirements.

Providing opportunities to use integrated skills.

During this phase, the researcher aligns the essential competencies with the students' needs, enabling the presentation of diverse functional and interactive activities. Functional activities offer students opportunities to apply their integrated skills through observation, spontaneous sentence construction, and conversational exercises. On the other hand, the researcher plans to incorporate stimulus-based tasks to further engage the students in their learning process.

Reviewing learning outcomes

This approach is designed to assess students' English proficiency by introducing an interactive theme in each unit. During this phase, students will be able to showcase their language understanding across different stages related to the studied material.

Stating Goals

This material is created to support or assist students in understanding the concept of describing a person, describing daily activities, knowing some vocabulary, determining text structure, social functions, and linguistic elements. The aim is that students can feel confident in using English after completing the lesson.

Material sequence

The materials created by the researcher include a combination of social functions, text structures, and linguistic elements that require English language skills, specifically reading, viewing, and writing presentations. The learning activities for each skill are based on the Mastery Learning model. Students use reading-watching skills in English to interact and share ideas, experiences, interests, opinions and perspectives with teachers, peers and others. They participate in conversations that involve expressing opinions, making comparisons, and stating preferences. In addition, students' writing and presentation skills involve conveying their thoughts and experiences through well-organised paragraphs, which show development in the use of specific vocabulary and simple sentence structures.

The organization of the materials

Cover

The cover serves as the initial part of the developed book. The cover includes the chapter title and the units, elements and visuals that correspond to the theme of the chapter. The book is titled 'Chapter 1 About Me,' which indicates the title of the chapter in the book and the title of the unit 'My Friends and I'. The animated image features a schoolboy, in accordance with the target audience of this book, which is junior high school students. Finally, the book's blue and white colour scheme complements the material template design throughout the book.

Learning achievements page

The learning achievements page is important to be displayed on the module because at this stage it aims to measure student achievement in understanding the learning material presented in the module. With learning achievements on the module, teachers can monitor student progress, provide appropriate feedback, and help students achieve their learning potential optimally.

The main part of the book

The main body of the module covers the mastery learning approach of orientation, presentation, structured practice, guided practice, and independent practice.

English module before and after development

In this segment, the researcher illustrates the visual presentation of the English module both before and after development. The primary aim is to emphasize the contrasts between the previous module and the revised version, focusing on the enhancements made to the first chapter of unit 3 within the module.

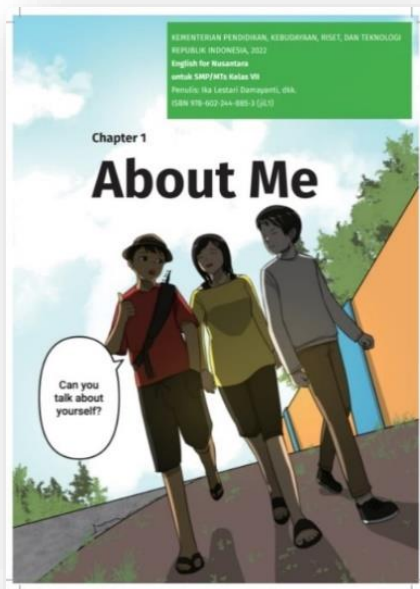


Figure 1. Before development in cover



Figure 1. Before development in cover

In the currently developed module, there are different sections, especially on the cover. The cover section in table 4.2 only has one cover that covers all the units in the chapter. While in table 4.3 the cover is the cover of the unit in the chapter. On the cover there is a chapter title, unit title and elements used in the unit.

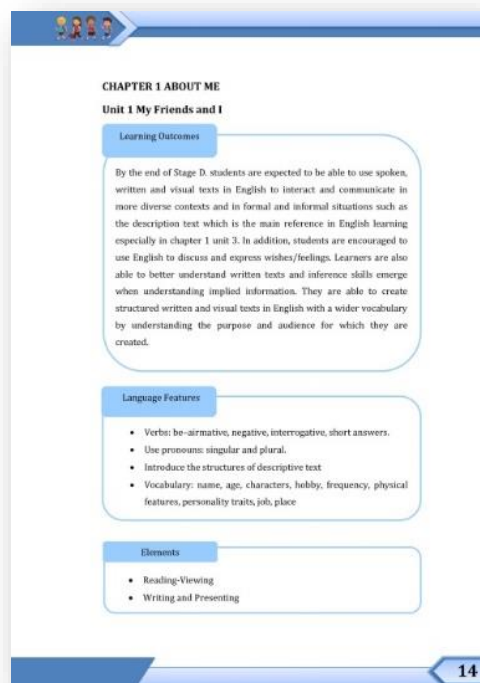


Figure 3. After development in learning outcomes

Figure 3 is the first page of the developed module, where learning outcomes has been added, which has a significant role in evaluating, motivating, recognizing, and measuring the effectiveness of learning, as well as assisting individuals and institutions in developing learning potential and abilities. Figure 3 also contains language features and learning elements.



Figure 4. After development in orientation 1

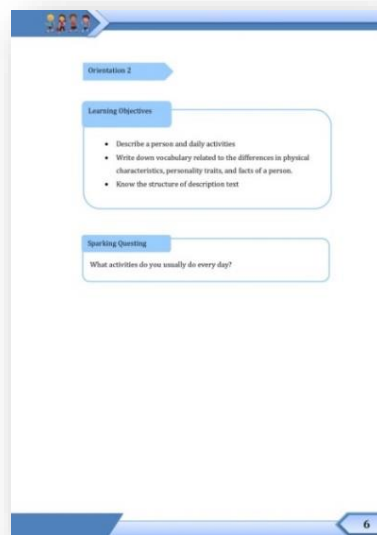


Figure 5. After development in orientation 2

In figure 4 and figure 5 of the developed module, this module has a main learning stage, namely the orientation stage. The orientation stage serves to introduce learning objectives and introduce learning materials that can help learners to prepare themselves and organize effective learning strategies.

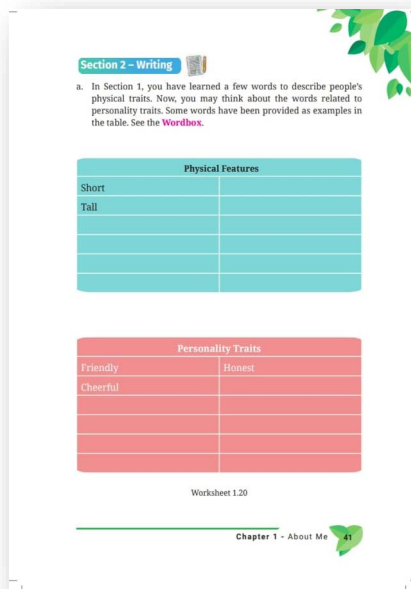


Figure 6. Before Development in section 1



Figure 7. After development in Presentation 1

In this section, there is a difference between figure 6 and figure 7. In figure 7 or the previous module, there is no vocabulary that can help students describe the images displayed. Whereas in figure 7 or the developed module there are several animated images of different people and vocabulary that can help students mention the characteristics of the images displayed.

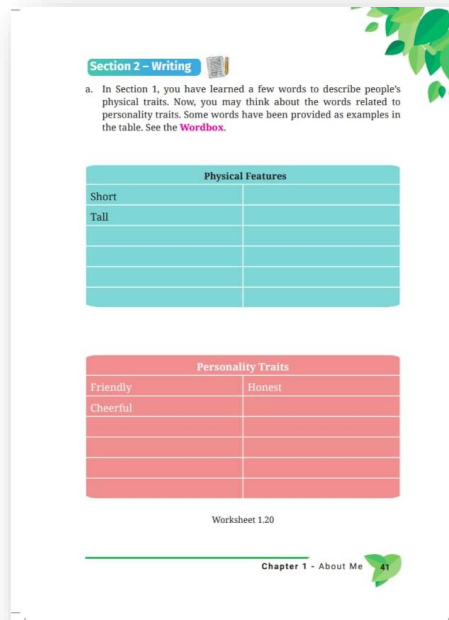


Figure 8. Before development in section 2

The change in this section is, where figure 8 shows a table or column that is only filled with a few columns as examples.



Figure 9. After development in learning reflection page



Figure 10. After development in word list page

Figure 9 and figure 10 the last sheet of the developed module, learning reflections and vocabulary lists have been added in each unit in the chapter.

4. DISCUSSION

According to Branch (2009), The purpose of the development phase is to produce and validate the planned product. According to Yaumi 2023, in the development stage, it is done by preparing a conceptual map in accordance with the curriculum. In this study, the researcher also developed a concept map based on the learning objectives covering all English language skill procedures.

In this section, the learning module in unit III (My friend and I) is developed based on the blueprint design stage by using mastery learning steps to meet students' needs in describing someone, increasing vocabulary related to describing someone and knowing the structure of description text. The activities in this module are presented with some explanations related to the description of a person and daily activities, vocabulary, some pictures that can attract students' attention and explanations related to the structure of description text. Through the mastery learning approach by following the learning steps at this stage can help students easily understand the material learned.

5. CONCLUSION

The research systematics allow for the following conclusions to be drawn based on the formulated research questions exactly in development phase. Following the blueprint design, the researcher proceed to develop ELT materials utilizing the Mastery Learning model in the development phase. Mastery learning encompasses stages from orientation, presentation, structured training, guided practice, to the self-practice phase. The decision to use Mastery Learning model was based on its potential to aid students in mastering the material effectively. The researcher carefully assessed the materials used throughout the development process, involving selection, elimination, and opting for the most suitable options. Furthermore, decisions were made concerning the aesthetic aspects of the module, including color schemes, design elements, font styles, and other intricate details.

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