

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

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ABSTRACT

This research focuses on developing English Language Teaching (ELT) materials for seventh-grade students, particularly for Chapter 3 "Home Sweet Home" in Unit 1 "My House" at MTsN Gowa. The materials are designed according to the Merdeka curriculum and are enhanced by the Mastery Learning model. The researcher employed the Research and Development (R&D) technique and the ADDIE model as an instructional design framework. In order to assess the needs of the students in class VII MTsN Gowa, the researcher distributed questionnaires to the students in order to determine the goals and learning requirements of the class. An *Alur Tujuan Pembelajaran* (ATP) comprising learning objectives, content, time allocation, Pancasila student profiles, needs analysis, and learning activities based on the mastery learning paradigm was established by the researcher during the design stage. The phases of mastery learning, orientation, presentation, structured training, guided practice, and self-practice were followed in the creation of ELT materials. The results of the needs analysis show that students can generally describe and categorize objects and characteristics of objects in the house, but have difficulty in identifying the position of objects. The designed materials effectively addressed this gap, improving students' understanding and ability. The development phase involved creating ELT materials tailored to the stages of mastery learning, which were then tested and refined through iterative feedback and revision. The validation results showed a high level of validity with a score of 3.83, classifying the materials as highly valid. This research can be one of the main references in R&D research. The English development materials in this study can increase students' learning motivation which are designed according to students' needs. These materials have gone through a careful validation process so that this learning tool can be implemented as a worthy alternative learning resource for students, especially on the material of describing objects.

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

1. INTRODUCTION

In the era of globalization that continues to develop as it currently is, science and technology in the world of education is also growing rapidly. Therefore, education in Indonesia has undergone several curriculum changes that reflect changes in approaches to education that develop with the dynamics of society and the needs of students. According to Law No.20 of 2003, the curriculum is a collection of learning plans focusing on the goals, subject matter, instructional strategies, and resources used. These plans serve as a framework for planning lessons in order to meet a national education goal.

The current curriculum in Indonesia is the Merdeka curriculum, which focuses on freedom and creative thinking. This curriculum is structured with a flexible and contextual approach and places the learner at the center. By implementing this curriculum, teachers are expected to develop learning that is oriented to the core material.

In the context of English language learning, the Merdeka curriculum allows for the integration of engaging teaching methods such as project-based learning, emphasis on communication skills and the use of technology as a teaching tool. It aims to strengthen students' English language skills by connecting them to their daily lives and future needs. Therefore, the *Merdeka* curriculum allows teachers to unleash their creativity in creating more meaningful and relevant learning experiences in English language learning.

Educational interaction between teachers and students cannot be separated from the use of teaching materials. Teaching materials play a crucial role in the implementation of teaching and learning activities in the classroom. The importance of this teaching material is according to its manufacture in accordance with applicable requirements. Mendiknas (2010) suggests that All types of materials that are systematically arranged and used to help teachers and instructors carry out learning activities and facilitate students' learning are referred to as teaching materials. With the use of teaching materials, teachers can more effectively convey learning objectives to students and students will more easily understand the material to be studied. The use of teaching materials can also improve the memory of students and extend the retention of information obtained. This is related to the learning experience of learners who do not only depend on hearing, but also involve reading and reasoning skills. A common example of teaching materials commonly used in learning is modules.

According to Sidiq & Najuah (2020), the module serves as a learning resource that includes content, methods, limitations, and evaluation techniques. It is systematically and engagingly designed to meet the predetermined curriculum and objectives. Therefore, modules are an effective tool in supporting the learning process by providing organized guidance for students and teachers.

The use of modules as learning resources increases the efficiency and effectiveness of learning with an organized structure, facilitates student understanding, directs independent learning, and provides goal guidance. The presence of boundaries and integrated evaluation help measure student achievement systematically, making modules a teaching aid that supports teachers and enriches students' learning experience with a structured and engaging approach. While modules can be effective and structured, not all have the same positive impact on student learning. Less effective modules may not take into account the character of the students, be less interesting, or not match the learning needs. Poor modules can lead to confusion, lack of motivation, and inability to achieve learning objectives. Consequently, a good teaching module is needed that is valid, triggers learner motivation, suits student needs and supports an effective learning process.

In an effort to increase the effectiveness of the module, development can be done by integrating an effective learning model. According to Henri (2018), a learning model is a conceptual framework that outlines systematic procedures for organizing learning experiences to achieve specific goals. This definition emphasizes the systematic and organized aspects of a learning approach designed to achieve the desired results in the educational process. Teaching carried out by teachers is called successful if students can be actively involved and understand and master the material that has been taught. This can be achieved through the application of the Mastery Learning model.

The mastery learning model emphasizes the mastery of concepts by students before moving on to the next material. Bergmann (2023), Mastery learning is an instructional approach that enables students at all levels to advance with confidence.

Mastery learning is based on the psychological and educational theory developed by Benjamin S. Bloom, this theory details that every student has the potential to achieve mastery of certain concepts if given enough time and support. Bloom, this theory details that every student

has the potential to achieve mastery of certain concepts if given enough time and support. This learning model emphasizes mastery of material as the main goal of learning, students are expected not only to pass the learning material but to understand and really master the material deeply. Therefore, by applying Mastery Learning in module development, teachers can provide guidance that suits each learner's ability, ensuring deep understanding before continuing learning. This can create a responsive and supportive learning environment, which in turn supports the achievement of learning objectives by activating maximum student participation.

This research is based on preliminary research in the form of interviews with English teacher on January 11, 2024 at MTsN Gowa. During the interview, it was revealed that there were several problems with the "English for Nusantara" textbook used by the teacher. The content and language of the book are considered too difficult for students to understand. In addition, the book is also considered to have too many exercises, making it difficult for teachers to explain all the material due to time constraints. Therefore, development is needed, which in this case refers to simplifying the content of the book and preparing language that can be more easily understood by students.

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.

The researcher chose the title because researcher is interested in developing teaching materials that focus on mastery and understanding of students on learning materials thoroughly. This research will conduct at MTsN Gowa.

Based on the explanation above, the researcher aims to develop ELT materials grounded in the Mastery Learning Model. This research is expected to contribute to the creation of teaching materials that cater to individual student needs and enhance the overall learning experience.

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 stands for Analysis, Design, Development, Implementation, and Evaluation. It is a life-cycle structure used in developing instruction, designing curriculum, and managing the learning process.

This research will be planned to be conducted at MTsN Gowa and will involve a number of research participants. The selection of participants will be done objectively through sampling to

ensure the data generated is representative. Therefore, this research will utilize several data sources by involving the participation of students, teacher at MTsN Gowa, and validators.

3. RESULTS

Following the information gathering process, the researcher began the development of a material outline that outlined the various elements that would make up the complete material. The aspects described in the outline are:

Table 1. Blueprint

Needs Analysis	ELT Material	Mastery Learning
<p>Learning Ability</p> <ul style="list-style-type: none"> - Students can describe the objects in the house using English. - Students can write the characteristics of objects in the house using English. - Students are less able to identify the position of objects in the house using English. 	<p>This module is designed to help students recognize objects at home and identify their position. Presented with attractive color pictures, this module is not only informative but also fun to learn. Thus, students can learn more effectively and enjoyably, strengthening their ability to use English.</p>	<p>Stage 1: Orientation</p> <ul style="list-style-type: none"> - Introduce the topic object and rooms in the house - Introduce how to describe the characteristics of objects in house - Introduce preposition of place
<p>Learning Priority</p> <ul style="list-style-type: none"> - 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. 	<p>The researcher added some materials designed to be explained by the teacher, so that students can listen better. These additional materials include in depth explanations and practical examples, which aim to ease students' understanding and reinforce their learning through clear and structured explanations.</p>	<p>Stage 2: Presentation</p> <ul style="list-style-type: none"> - Presents vocabulary about objects and rooms in the house <p>Stage 3: Structured Training</p> <ul style="list-style-type: none"> - Present descriptive text to describe rooms and objects in the house
<p>Learning Problem</p> <ul style="list-style-type: none"> - The questionnaire results show that, on average, students are able to understand the teacher's explanations and the material in the textbooks used. 	<p>Interactive conversations in the module help improve students' understanding of the material and help improve students' speaking skills.</p>	<p>Stage 4: Guided Practice</p> <ul style="list-style-type: none"> - Interactive Conversation
<p>Learning Attitude</p> <ul style="list-style-type: none"> - 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. 	<p>Infographics and explanatory images are used in the learning media to help students understand the material.</p>	<p>Stage 5: Self Practice</p> <ul style="list-style-type: none"> - Categorize the characteristics of the object
<p>Learning Style</p> <ul style="list-style-type: none"> - Students like to listening the teacher's explanation. - Students like learning through play. 	<p>The module is developed with many tasks that can be done independently, in pairs, or in groups and adds games so that learning does not feel boring.</p>	<p>Stage 5: Self Practice</p> <ul style="list-style-type: none"> - Individual presentation task in front of the class

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- Students enjoy when learning using visual aids.
 - Working on assignments in groups.
 - Working on assignments in pairs.
 - Working on assignments independently.
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This blueprint serves as a comprehensive guide in the development of a module designed to meet the specific needs and preferences of students, ensuring an effective and engaging learning experience. By utilizing mastery learning stages, this blueprint ensures that students thoroughly understand the material. These stages include orientation, presentation of material with colorful pictures and in-depth explanations by the teacher, structured training with descriptive material and additional tasks, guided practice through pair and group conversation sessions, and self practice with word game activities. Through this approach, every aspect of the module is developed to enhance student engagement and understanding, enabling them to achieve a high level of mastery in learning.

The Result of Design through Mastery Learning Model

After the blueprint was created, the material structure was developed using the mastery learning model. This model was used to structure the materials, with explanations and representations of the materials presented at each stage of learning.

Orientation 1st meeting

This process is termed orientation because the teacher explicitly communicates the learning objectives that students are expected to achieve. The teacher offers an overview of the material related to the house and outlines the activities that will be undertaken. In addition, the teacher also reviews the learning materials that have been taught previously, so that students have a comprehensive understanding before starting a new lesson.

Presentation 1st meeting

This phase is referred to as presentation, where the teacher explains the different rooms in the house. During this process, students are asked to examine pictures of these rooms in the textbook and then learn the vocabulary associated with them.

Structured Training 1st meeting

This part is called structured training because the teacher explains the purpose of each task and how to complete the task. In the learning process, students are asked to make sentences in the form of descriptive text according to the vocabulary they have learned before.

Guided Practice 1st meeting

This part is called guided practice because the teacher gives tasks that can be done in groups or pairs, then the teacher supervises and guides the activities carried out by students. In the learning process, the teacher reads the conversation then the students are asked to practice it again in pairs.

Self Practice 1st meeting

This section is called self practice because students are given independent tasks as a measure of understanding of the material that has been learned. In learning, students are asked to study the characteristics of objects at home in the textbook, then students are asked to do the task independently.

Orientation 2nd meeting

This process is called orientation because the teacher clearly conveys the learning objectives that the learners want to achieve. The teacher gives an overview of the learning materials covering prepositions of place in the house and explains the activities that will be done during the lesson. In addition, the teacher also reviews the previously taught material, ensuring that students have a thorough understanding before starting the new material.

Presentation 2nd meeting

In the learning process in this part of the presentation, the teacher provides pictures related to preposition of place, then students observe and understand the material.

Structured Training 2nd meeting

The learning process in this structured training, learners are asked to make small groups and then make a list of preposition objects in their homes then practice with dialog.

Guided Practice 2nd meeting

In the learning process in guided practice, learners will be asked to make a conversation about preposition which will be guided by the teacher.

Self Practice 2nd meeting

In the self practice learning process, learners are given individual tasks to speak in front of the class to explain their favorite room and fill in the blanks.

4. DISCUSSION

According to Kurt (2017), the design phase should be conducted systematically by following certain rules. This phase involves prototyping the ELT materials. Researchers create prototypes or blue prints based on students' needs analysis after collecting and analyzing their needs. In this study, the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) was used to create the blue print because the model is in accordance with the steps taken by the researcher in developing learning devices. In addition, this blue print includes mastery learning steps and ELT materials that are explained in depth. This stage is correlates with the study carried out by Ifani et al. (2020), who included the learning model to be produced in the design phase as well.

The ELT materials for the "My House" unit in grade seven at MTsN Gowa are based on mastery learning principles to ensure deep understanding. The first phase, orientation, involves identifying the learning objectives and relevance of the material. Students are introduced to questions and objectives to clarify their understanding, including vocabulary related to objects and rooms in the house, descriptive text, and preposition of place. This phase also connects the material to students' daily lives, aiming to motivate and focus them.

The next phase, presentation, delivers the core material by using pictures and example sentences to introduce new vocabulary and descriptive sentences. This is followed by structured and guided training, where students practice with vocabulary worksheets, descriptive sentences and interactive games to deepen their understanding. In the final stage, self-practice, students reinforce their learning by creating sentences and presenting about their favorite room at home, as well as taking a quiz to test their understanding. This approach helps students apply the material in a real context, improving their language skills in describing objects in the home.

5. CONCLUSION

The research systematics allow for the following conclusions to be drawn based on the formulated research questions exactly in design phase. ELT Materials for unit 1 "My House", a mastery learning model with ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach was used. After conducting a student needs analysis, the design of this material was created and a prototype was made. The lesson begins with an orientation phase, where the learning objectives are defined and the relevance and context of the material is identified. At this stage, there is a question and answer session and explanation of the objectives, including the ability to use vocabulary related to home. Next, in the presentation stage, the core material is delivered using pictures and sentences to introduce new vocabulary related to home hygiene. Students do preliminary exercises to improve their understanding, such as working on vocabulary worksheets, during the structured training stage. After that, students do guided practice under teacher supervision to ensure that they understand what they are doing. Finally, students do

independent practice, or self-practice, to extend the vocabulary they have learned. This method ensures that each stage of learning is designed to meet students' needs so that they can master the lesson well.

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