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DESIGNING INTEGRATED ENGLISH TEACHING MATERIAL CLASS THROUGH ONLINE LEARNING

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ABSTRACT

This study aims to teach and helps the teachers in designing English teaching material through online learning as an impact of Covid-19. The participants in this study were eighth-grade students consisting of 28 students of junior high school at Muhammadiyah Plus Batam. This study employed the ADDIE model to show as a fundamental principle in designing integrated materials. The data were collected by conducting observation, interviews, and questionnaires. The data gathered from the final evaluation is that the design material helps the student to engage more in learning English. The designed materials in this study were based on the students' needs and engagement, including reading text sessions, vocabulary drills, writing letter/short conversations, and tenses. For teachers and future researchers, it is suggested that they should design content-specific materials that can enhance students' engagement and participation in the learning activity.

Keywords: *Captain Model, English Subject, Integrated Material, E-Learning Students-Centred Learning*

INTRODUCTION

Education in Indonesia has entered the era of globalization, which has resulted in increasingly natural flows of information, technology, and communication. Additionally, the COVID-19 pandemic compels the public to be receptive to technology and a new culture where routines and communication can be carried out, such as online learning for students at home. Communication, a new culture, and a digital culture will

be the implications of this online learning process, with online learning activities (Nupus, 2021). This era brings teachers worldwide to make and adopt a new teaching method continuously as excellent teachers are agile, observant and, responsive, always open-minded about how to engage and motivate students with better learning (Senthamarai, 2018). It means considering different interactive teaching styles in the classroom. The teaching method is purposed to avoid unorganized classrooms and ineffective teaching. The impact of this reason may lead students to refuse to absorb new material that the teacher gives them. Hence, the teacher implemented the roles of different techniques and methods in every meeting to enhance students enthusiastically. The teacher regularly observed whether this method is appropriate or suitable for the classroom environment.

Student-Centred Learning (SCL) is a process of qualitative change in the learner as an ongoing process of transformation that focuses on empowering and strengthening the learner and growing their critical capacity (Attard et al., 2010). Students must learn to be more active and independent, following each school's environmental conditions and technology development (Suhariami et al., 2019). In addition, students must be independent in optimizing their learning by balancing cognitive and emotional abilities. Therefore, it is necessary to implement a Student-Centred Learning (SCL) approach.

In contrast, there is still a myth among teachers and parents that forcing students to sit quietly will help them be more focused on the material. This reflection proves that the learning system in the classroom is not sufficient. The students have significant input into what they learn, how they learn, and when (Buditama, 2017). This method implies that the students take responsibility for their learning and are directly involved in the learning process.

The fact that student and teacher as co-learners bring the innovation for the teacher to keep encouraging each other to improve in the learning process. Classroom Action Research (CAR) is believed to find an effective method to increase student excitement. The students will be more interested in learning because the teacher has better teaching and creativity for a particular action in the classroom activity. Finally, students and teachers are glad because the learning outcomes will improve.

The researchers needed to conduct research where the students and teacher thoroughly enjoy their time during the class with complete activities that also support

student needs and curriculum. This study was employed in an eight-grade classroom of twenty-eight students at SMP Muhammadiyah Plus Batam. The school has implemented the Cambridge Curriculum as their standard for English education subject. Even though this school provides good facilities and internet access, it was also found that the school needs to implement online materials using Edmodo. The researcher aims to facilitate, especially for students, building a learning background before attending school with an accessible material platform through Edmodo.

The captain model was used in this study to enhance students-to-student interaction in the class. The captain model is chosen students with authority to enrol in the activities during the course begins until the end. Hence the researchers concluded that the captain in the class is an assistant teacher. The researchers expected that the captain's existence might engage students in developing thinking skills to support students' opinions with evidence and logical argument.

Alim & Rohmah (2018) define *integrated material* as an approach intended to link several conditions, both intra-subjects and extra-subjects. The researcher chose intra-subjects as the aspects of designing English teaching material that focuses on curriculum Cambridge as formal learning in this school. The Cambridge curriculum develops four language skills students must achieve during learning activities. According to Richards (2017), study materials serve as the basis for most of the language introductory and practical activities that students receive in the classroom. Therefore, the learning materials must be engaging and inspiring.

Because of the necessity to emphasise language learning that encompasses all areas of language skills, the integrated language skill approach is used (Usman & Anwar, 2021). In the English teaching context, listening, reading, speaking, and writing skills are given in a precise sequence. Punctuation lessons, for instance, can be taught in writing skills (Usman & Anwar, 2021). Kawi et al. (2013) states that the development of teaching materials for creative and integrated English learning is an effort to promote student learning by promoting a change from the old to the new mindset that learning is the result of one's efforts and not those of others. This integrated English language teaching material has the potential to significantly improve students' abilities through the use of optimised teaching materials derived from the potential of students and the environment around them (Aprilia et al., 2019). By inventing and constructing both

instructors and students, this integrated English language teaching material may considerably increase students' skills through optimum teaching materials from students' potential and the surrounding environment (Aprilia et al., 2019). It is important because the primary objective of education is not the outcome of learning in the form of a grade but rather the students' confidence to demonstrate their skills and knowledge through concrete actions.

Cidral et al., (2018) declared that E-learning is a web-based learning environment to share information, communication, and knowledge for education and training. Learning using education technology supported by the internet with greater access derived to devices such as laptops, computers, tablets, and mobile phones have developed rapidly worldwide. Horzum (2015) adds that the interactions between students and teachers through online learning increase.

E-learning has significantly reduced the administrative effort, planning and recording of lectures, attendance, and leaving courses have all been significantly reduced by e-learning. Students and teachers recognise that online learning techniques allow them to conduct classes anywhere, even if they cannot go to schools or universities (Maatuk et al., 2022). The student becomes a self-directed learner who can study at any moment, both synchronously and asynchronously. The students' participation concludes that they feel involved during the learning process, which can increase their capabilities to learn effectively. The importance of e-learning is to increase student motivation and effective and efficient digital portfolios, adding insight and thinking horizons, growing a spirit of togetherness, and being a measuring tool for learning concepts with schools from other countries.

METHOD

This study employed classroom action research to enhance students with a better learning experience, get the most magnificent score and increase students' interest in the classroom. This study conducted learning in 3 cycles. Each cycle consisted of four stages: planning, action, observation, and reflection (Figure.1 for more details).

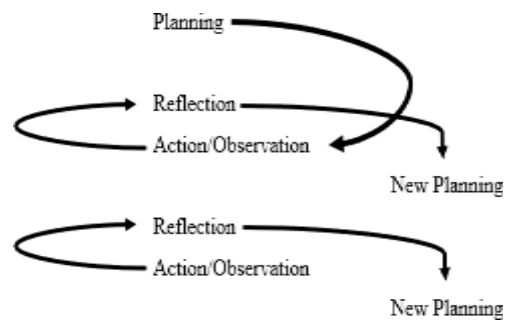


Figure.1 Spiral Classroom Action Research Hopkins (1993) as cited from
(Darmawan et al., 2019)

The Captain model was employed on the STAD model learning to emphasize different direct teaching features: students collaborating for practical and learning knowledge in small groups. STAD Cooperative learning is intended to increase the value and outcome of students' learning, as Uno et al., (2019) expected. Slavin (2008) asserts that STAD is a smooth and precise collaboration model and the most suitable solution for teachers who have only just begun to improve the social conduct of students.

Each meeting was conducted for 3 x 40 minutes (3 credits). The planning was the first activity that the researchers observed to find a problem faced by the student during the English Cambridge class. Therefore, the researchers produced the lesson plan (RPP) for the first stage of planning and preparing all the needs of learning equipment. At this stage, the Captain model learning was used in the classroom. Twenty-eight students in the second year, class VIII C (8C) at Junior High School Muhammadiyah Plus Batam, became the participants of this study, including 15 female students and 13 male students who were 13-15 years old.

The observation sheets for creating a lesson plan were the instrument for monitoring the teachers and students during their learning process. Additionally, researchers collected data using a questionnaire, interview, and assessment. The reflection stage is the evaluation of student's activities in the classroom. The data result acted as input to plan address exercises within another cycle.

This study comprised five key components: quiz, score, class presentation, group learning, group appreciation, and individual development. It also involved the preparation of the materials, the organization of group members, the identification of the

original score, and preparations for cooperation among students by incorporating collaborative skills.

Student communication, group learning, group recognition, and quiz were given during the learning process. The group appreciation was based on the average progress score of individuals and groups, while the development score was based more on student performance.

FINDINGS AND DISCUSSION

Finding

1. Analysis

Before designing the material, the researchers observed the class situation first to gain information regarding student needs. The observation took place in 2 parts. During the two observation sessions, the researchers noticed that most students were not engaged with the teacher effectively. It can be seen that when the teacher tried to build interaction by questioning the students related to today's material, the student went silent.

In the analysis phase, the researchers shared a close-ended questionnaire and conducted an interview section with the students. Thirty close-ended questionnaires were shared with 28 students of class VIIA and divided into five main parts: identity, English learning background, constraints/barriers to learning English, proficiency in English, and how to learn English the way students want. Some skills are included to complete each part of the closed-ended questionnaire: speaking, listening, writing, reading, vocabulary, and general question. For example, the first question is about students learning background.

The questionnaire collected from the students showed that most of them learn English at pre-school, and 78.6% of them even started learning English at 4-8 years old. It indicates that the student has at least studied English for eight years. The researchers also found that more than 70% of the class participants admit that they like and are interested in learning English further. The finding is that the first part of the close-ended questionnaire is that the students are interested and engaged in learning English, and the student also intends to learn English more deeply.

2. Design

The second phase of the ADDIE method is design material. The design material is created based on the students' needs and engagement. The researchers concluded that the material must develop with several criteria regarding analysis findings. These criteria combine reading text sessions, vocabulary drills, writing letter/short conversations, and tenses as the primary consideration to design the integrated English teaching material through online learning at SMP Muhammadiyah Plus. In this phase, the design material will use unit 7 as a demonstration for the following unit. The unit 7 learning objective can be seen in Table 1.

Table 1. Unit 7 Learning Objective

Unit 7 The Easy Life	Learning Objective: Giving advice, talking about
	Vocabulary: Gadgets Grammar: have to/don't have to, should/shouldn't mustn't vs. don't have to

3. Development

The third stage of the ADDIE phase is development. After completing the design material and creating a lesson plan. The researchers need to measure the appropriateness of material by setting the quality standard. The researchers conduct expert validation from two persons: a lecturer from Universitas Internasional Batam and a teacher from SMP Muhammadiyah Plus Batam as a person who knows the actual situation of classroom activity during the teaching-learning process.

Before sharing the questionnaire expert validation to lecture and teacher, the researchers adopted two rubrics for the standard of quality valuation. The rubrics are made for grading lesson plans and material design. Each of them is created based on the criterion needed. Expert validation aims to know the weakness of the design material. To collect the design problem, the researchers sent the material design and lesson plan, including the rubric assessment. The feedback from expert validation concludes that there are two massive criteria that the researchers need to concern for all units in the development phase: collaborative and student-centeredness. Therefore, the teacher and lecturer suggested creating discussion groups.

Material design improvements for these two criteria occurred in all Units—the limited time used for teaching the material impacts adding classes outside the school schedule. The discussion group was implemented for one hour from 1.00 p.m. to 2.00 p.m. Teacher instructions for this discussion group are not included in the lesson plans. However, the teacher's role is to ensure that all the students in the group accept different themes for each group and understand the assessment rubric for this group discussion.

4. Implementation

This study implemented three cycles of 3 credits with time allocations of 3 x 40 minutes (2 hours of study) for each meeting. This study has been carried out on English subjects under the weather chapter, containing four learning indicators. The researchers were assisted by an English teacher while executing this research. The teacher's role was to determine the effectiveness of the researchers' actions as model teachers in implementing the STAD collaborated with the Captain Model and give a point of view on students' behaviour or attitude throughout the learning process. This program shared the pre-test and post-test in every Cycle. At the first meeting, the researchers distributed the pre-test. At the same time, the post-test was given at the third meeting.

The program shows that collaboration between STAD learning and the Captain model was applied well and led students' class 8C at SMP Muhammadiyah Plus Batam to improve student's learning outcomes. At first, the Cycle I did not work well in the classroom. The implementation of collective learning strategies appeared frustrated during the first meeting because students only learned cooperative learning techniques for the first time. However, the second and third meetings were more suited to students knowing the learning phases. The classrooms for the first and second cycles were not yet conducive, but the conditions for the third Cycle were favourable so that the learning process could work well. However, Cycle I still had many students who paid less attention to researchers when delivering material. Many students talked with their peers about things outside of their learning material. Besides, only a handful of students answered questions in the process. There was a lack of cooperation between students when applying the STAD method. Students with a high degree of ability appear unable to collaborate with students with low expertise while the community works.

The cooperative STAD learning methodology in collaboration with the Captain Model was well developed following the studies carried out in the second Cycle after

the corrective steps were taken from the deficiency in the initial Cycle. For Cycle two, there was an improvement compared with Cycle one in using the suitable method of STAD learning with the Captain Model. Nearly all students quickly observed the status of the class from the first meeting to the third one. A few students were still less alert during the first meeting but felt more comfortable. The number of students who paid less attention during the second and third meetings decreased, and the class conditions were favourable. In the second Cycle, the response was faster when the researchers asked and answered students. Almost all students cooperated well in implementing STAD techniques when working together in a group.

Students' learning outcomes in class 8C showed that using the STAD cooperative learning methods in collaboration with the Captain Model boosted students' cognitive and affective learning outcomes in odd semesters. The pre-test and post-test performance outcomes can be seen in Figure 2.

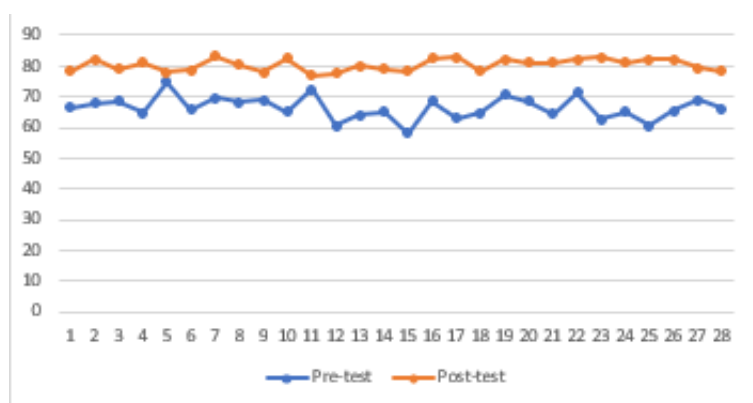


Figure 2. Class Average pre-test and post-test

Based on the learning effects of Cycle I and Cycle II, it can be inferred that cooperative STAD learning approaches implemented along with Captain Model enhance student learning outcomes in cognitive and affective fields. An increase in the average level of the pre-and post-testing and a growing number of students who meet or exceed minimum completeness requirements between Cycle I and Cycle II indicate the cognitive domain learning outcomes. In addition, whereas an improvement or change in students' behaviour who start participating in a class is support for affective field learning effects, they were active in the group work, communicated well, and did not

disturb their peers during the learning process. Furthermore, they were responsible for the group work.

5. Evaluation

Evaluation is the last phase in ADDIE. The purpose of the evaluation is to reflect the material design in this research. The researchers would like to describe errors in the development stage of material design. First, the estimated time is not as expected by the researchers. Using a long time impacts the creation of materials close to implementation time. It happens because of the need to distribute appropriate scoring rubrics to expert validation and wait for feedback on six units of material used for one semester. Researchers also get many materials development and lesson plan improvements related to the material taught. For example, most learning units require developing material in the assignment, collaborative, and learner-centeredness criteria. In contrast, most lesson plans require the development of initial activity criteria and discontinuous adjustment of teaching materials.

Second, the researchers still developed material designs for the next unit's implementation stage, especially in increasing problem-solving material. It is to prevent the teacher from explaining the whole material being taught. Instead, students can use their logical minds to discover new information and knowledge and encourage students' original thoughts by giving their opinions.

Third, the researchers still need development in units 9 and 10 to make it easy for students to understand complex material. These materials also have more learning objectives than other units, so the limited teaching time is found here.

Discussion

Integrated English teaching material helps the student learn effectively since the design material follows the students' needs in the analysis phase. This phase allows the researchers to point out student learning background, constraints/barriers, and student proficiency. The students are interested and willing to learn English more based on the data obtained. It means that the student has the intention to learn English deeply in the future. The summarised data collected from student constraints and proficiency in learning English required the researchers to provide a speaking section. Student in-depth interviews conclude that students need a reading text session to improve their speaking ability and reading comprehension. The student also suggests assigning them a

vocabulary list to enrich their knowledge about new words. Lastly, the student expects to have a writing assessment that correlates with their grammar function at the end of the course.

Hess & Greer (2016) state that using ADDIE in the design process is focused on engaging students with the course content and innovative ways of instruction. Throughout previous study findings, the researchers reflected that the design material created needs to get along with appropriate instruction to gain student experience in online learning and lead them to more focus on the content. As Noviarani et al. (2021) have found, using new knowledge into teaching materials, promoting student learning styles and attitudes, and incorporating audio-visual technology are the three considerations teachers must keep in mind while developing instructional materials.

. The design material in this study was created based on the students' needs and engagement as Cahyadi (2019) mentioned that the designed material is the result of student analysis. The researchers pointed out that the material should be developed with several criteria regarding analysis findings. These criteria include reading text sessions, vocabulary drills, writing letters/short conversations, and tenses. This criterion aims to lead the student to develop teaching material following the curriculum and characteristics, including students' social, cultural, geographic, and developmental stages. Moreover, the researchers also made lesson plans so that the material provided could be adequately conveyed by arranging the delivery order. The lesson plan contains the learning objective, vocabulary, and activities consisting of background knowledge of fields, main activity, and closing activity.

The expert-validation feedback determined the improvement of the material and lesson plan in the development phase. Creating materials close to implementation resulted in many improvements and developments during this phase. The feedback from expert validation concludes that there are two massive criteria that the researchers should consider in all units in the development phase: collaborative and student-centeredness. Therefore, the teacher and lecturer suggested creating discussion groups.

The researchers presented the design of online teaching material to answer the second research question: What do the integrated online English teaching materials using the Edmodo platform for eight grade students of SMP Muhammadiyah Plus Batam look like? In addition, this study addressed challenges for the student to

experience technological change and its impact on future practices for their education system during online learning, according to Kuure et al., (2016).

The first appearance is the homepage of Edmodo. Next, the students are asked to log in with their accounts and fill out their code class. In this part, the researchers helped the student by giving direct instructions to log in with their accounts using Microsoft Teams platform. The second part is the course outline. The course outline showed the student learning outcomes and informed students about the material they will engage in for a semester. The student conducted three meetings every unit. In addition, there were online discussions, online classes, and assessments. The course objectives provided in the course outline were predetermined and unchangeable by Hess & Greer (2016). Further, the course outline determined the layout of Edmodo and can be seen in Appendix 10.

The design materials have met the standard according to expert feedback. However, there was a minor development design that the researchers needed to improve regarding collaborative activities. ADDIE method focuses on material design, that is, the sequence correlating one activity to another. It is revealed in this study that such instructional might help the students' comprehension during the learning process cited by Hess & Greer (2016). The activities also mentioned several skills, including text types and grammar functions. Moreover, the design material leads to an activity that presents the students as a centre of information. In line with Menon (2019), the use of Edmodo as a technology learning management system cannot fully contribute to the learning process without teacher intervention as a creator of design material.

CONCLUSIONS

Based on this study's results, teachers who will use designed material and future researchers who have the same study case as this research are given recommendations. First, for teachers who will use designed material as a reference for making teaching materials, the researchers suggested that they always record the teaching process during class each week to develop better material after self-evaluation. The last other recommendation for future researchers, they should develop designed material for several contents. The content includes listening to the audio, video sources, games related to the material, and written text. The researchers also recommend an application that makes students more engaged and involved in the learning activity.

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