

DESIGN OF TEACHING MODULE MATERIAL ON ENGLISH LEARNING FOR WAITRESS IN SOCIAL INSTITUTION at SOS CHILDREN'S VILLAGE BALI

Endah Agustini¹, Made Budiarsa², Anak Agung Putu Putra³

Master Study of Linguistic, Faculty of Arts, Udayana University, Bali.

e-mail: endah_angel@yahoo.co.id, made_budiarsa@yahoo.com, putraharini@yahoo.com

Abstract

The aim of this study to create a product of teaching module material on English learning for waitress in social institution at SOS Children's Village Bali. The subjects involved in the study are adolescent aged between 15 to 18 years. The data was collected by interview, questionnaire, and documentation. The method used for data analysis is qualitative with descriptive technique. The study approach of this study used research and development (R&D). Meanwhile, the model of this study used ADDIE model. There are five stages of ADDIE model, namely analysis, design, development, implementation, and evaluation. The result of this study indicates that teaching module material on English learning for waitress obtains the category of very reasonable with a total score of 95%

Keywords: *teaching module material on English learning for waitress; SOS Children's Village Bali; ADDIE model.*

1. INTRODUCTION

One of the most important foreign languages to learn is English. It has some difficulty. English subject is said to be important because prospective workers are required have good ability to speak English. For example, "*Honey Restaurant Petitenget*" explain that the one of requirements to be waitress/waiter is to be able to communicate in English language. Gaddol in a book of McKay (2002) said that information is offered in English language at nearly every airport worldwide and, furthermore, in all hotels as the hotel staff are able to communicate in this language. English language for hospitality is English specific purposes (ESP). ESP are used as approach, concept, and refer to need analysis of leaner. Hutchison & Alan (1981) in their book of *English specific for Purposes, a learning-centered approach* said "Esp, then, is an approach to language teaching in which all

decisions as to content and method are based on the learner's reason for leaning". Thus, English specific for purposes is an approach of teaching language related with content and method also based on the learner's reason.

This English subject is given to adolescent aged 15 to 18 years in SOS Children's Village Bali. SOS Children's Village Bali is social non-governmental organization focus on support children without parental care and families at risk. Adolescent aged 15 years will move from SOS center (village) to teenage house. There are two houses which are teenage girl house for girls and teenage boy house for boys. The adolescent ages 15 years move when they are going to study at senior high school. Then, adolescent ages 18 years will choose to continue study at university or they choose to work. Children in SOS who have past 21 years are called "*mandiriwan* SOS". That means they have already finished their study at university and have a job to support their life. The category of *mandiriwan* SOS also means that children have job and are able to support their life from education and parenting. The result of 10 questionnaires *mandiriwan* SOS shows that they have 3 obstacles to communicate in English in their work. Those are a) when they overcome the complaints of foreign guest, b) to communicate with coworkers and general manager, b) still confused with English grammar for daily conversation. Therefore 3 obstacles mentioned above beg the questions:

- 1) How is the model of design teaching module materials on English language for waitress in SOS Children's Village Bali?
- 2) How is the eligibility of teaching module materials on English language for waitress that has been designed in SOS Children's Village Bali?

In term of solving the issue above, the researcher used ADDIE model. It aims to create a new product. The study based on ADDIE model was conducted by Tegeh dkk (2013). That study inspected the subject of methodology in Undiksha (Ganesha University of Education). That subject refers to the end of the program, where all students are obligated to write a paper if they will be graduate or undergraduate. It means his study was based on issue of students who planned, conducted, and reported research. The aimed of his study is to know the steps of teaching material development research method with ADDIE model. A proper product can be developed using this study.

Further, research is from Ulfayanti Nurul (2019) that analyze about design learning module on English vocabulary at IAN Kendari. ADDIE model was used in her study to know the problem, obstacle, need, and ability of students. ADDIE model as a mean of application to increase the ability of student's vocabulary. Design learning module on English vocabulary were conducted by validation from media expert, material expert, and supporting lecturers on vocabulary and pronunciation II. Validation was conducted at three

stages of ADDIE model. Besides, another research that use ADDIE model and conducted validation is Erawati (2019) in her study of teaching material development into illustrated textbooks sor singgih basa bali at junior high school Kesuma Sari Denpasar. That teaching material development obtained score of 97,35 %. Those scores were obtained through validation by media expert, design expert, and learners. 3 researchers above are used as reference for this research. In addition, the model of this research use ADDIE model.

I. Theoretical Framework

A. Teaching Material Design of learning module

(BSNP,2006) divided four activities in learning development as follows:

- a) The learning activities are organized for giving support to learners, especially teacher in order to obtain professional in learning process.
- b) The learning activities contains of series activities. It must be done by learners in consecutive to reach basic competences.
- c) Determination of learning activities must be appropriated with concept of learning material
- d) The formulation in learning activities contains two elements. They are student's activity and material.

In addition to that (Depdiknas, 2000) define the learning module is as a mean of program unit of the smallest teaching and learning. Those are including as follows:

- 1) Instructional goals will be achieved
- 2) The topic is used as based process of teaching and learning
- 3) Main material is learned
- 4) Position and function of module in program wider
- 5) The role of teacher in teaching and learning process
- 6) Devices and resources will be used
- 7) The learning activities must be done and be understood by learners in consecutive
- 8) The work sheet must be filled by learners
- 9) Evaluation program will be done

Besides, Iskandarwassid et al (2016) stated the effective of learning process is the learning process has been good designed since beginning. The learning process in this study is used teaching material design of learning that compatible with learners needs. Winkel (2009:472) stated teaching material module of learning is program unit of the smallest teaching and learning which be learned by learners in individual or taught by learner to themselves (self-instructional).

B. Constructivism Learning and Social Cultural

Piaget in (Dahar, 1989:159) stated cognitive development is a genetic process based on biological mechanism in form of nerve development with increasing age the more complex formation of nerve cells and will increase the ability. The proficiency acquisition

intellectual will relate with the balance process of what they are feeling and knowing to what they see are new phenomena as experience. This theory is referred to self-discovery learning. Whereas, Vygotsky in (Ormod, 2007) stated the theory of learning social cultural emphasized *assisted-discovery learning*. The cognitive development of someone is the result of environment and society interaction. It believes that social cultural aspect can help the cognitive development. There is important concept of this theory are *Zone of Proximal Development (ZPD)* and *scaffolding*. Those theory from Piaget and Vygotsky are used in this study as reference for designing teaching material of learning. Both theories are involved the adolescent cognitive and history background of leaners in SOS Children's Village Bali.

II. Method

This study used research and development (R & D) approach. R&D is research method that used for creating specific product and test the effectiveness of the product. Sugiyono (2014:407) stated that for creating specific product used research which need analysis and text the effectiveness. This study will create a teaching module material on English learning for waitress at SOS Children's Village Bali. The data collection was conducted through interview, questionnaire, and documentation. Afterward for analyzing the data is used qualitative analyze method with descriptive technique. The descriptive technique is used for describing the result of procedure research from ADDIE model. Besides the technique is conducted with score of questionnaires. The questionnaire is presented with 5 categories answer. The scoring was given by seven learners and four *mandiriwan* SOS. The code category of teaching module material of learning and the formula of final score calculation from leaners and four *mandiriwan* SOS as followed.

Tabel 2.1 the code category of teaching module material of learning.

Category	Assessment score	Criteria
SB (very good)	5	81-100% criteria fulfilled
B (good)	4	61-80% criteria fulfilled
C (good enough)	3	41-60% criteria fulfilled
K (not very good)	2	21-40% criteria fulfilled

E (not good)	1	0-20% criteria fulfilled
------------------------	---	--------------------------

the final score calculation from learners and four *mandiriwan SOS* as followed (Sugiyono, 2008:137).

$$\text{percentage level of reseacr h} = \frac{\text{the total score of response}}{\text{the total score maximum}} \times 100\%$$

Besides, using of conversion table that compatible with Arikuntu (2005).

Table 2.2 Conversion of Achievement Levels and Eligibility Criteria for Teaching Module Materials on English Learning for waitress.

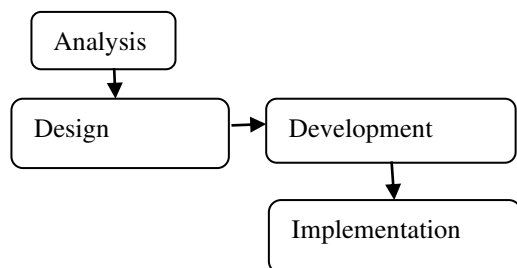
Achievement Levels	Qualification	Category
81-100%	Very good	Very feasible
60-80%	Good	Feasible
41-60%	Good enough	Feasible enough
21-40%	Not very good	Less feasible
0-20%	Not good	Not feasible

Afterward, the presentation of analysis result of this research is based on idea of Sudaryonto (2015), there are two methods and data analysis presentation technique are formal and informal method with deductive and inductive technique. Formal method is presentation method with words.

III. Results and Discussion

3.1 Results

The design model of teaching module material on English learning for waitress through 5 stages as following picture. Picture I. (Kovalchick and Kara, 2004)



↓
Evaluation

The selection of this model is based on compatible stages in designing of new product. After the product is developed, the next stage is taking value from seven learners and four *mandiriwan* SOS. The assessment result of the learners and *mandiriwan* is presented into table 3.1

Table 3.1

No	Criteria	Valuation of Seven Learners						
		1	2	3	4	5	6	7
1	The cover of teaching module material of learning	5	5	5	5	5	5	5
2	Each module helps you understand the topic	5	5	5	5	5	5	5
3	The size and type of font used	5	5	5	5	5	5	5
4	Clarity of material exposure for each topic	5	5	5	5	5	5	5
5	The level of compatibility between the image and the material	4	5	4	4	4	4	4
6	The examples provided you to understand the material	5	5	5	5	4	5	5
7	Clarity of instructions / commands in practicing of each topic	5	5	5	5	5	5	5
8	Practice questions on each topic can help you measure the ability to understand the material	5	5	5	5	5	5	5
9	The order of material for each topic	5	5	5	5	5	5	5
10	Teaching module material of	5	5	5	5	5	5	5

	learning is easy to understand and can be individual learning material							
	Total score	49	50	49	49	48	49	49
	percentage of eligibility	98%	100%	98%	98%	96%	98%	98%

Meanwhile, the results of the assessment of the four *mandiriwan* SOS are presented in table 3. 2

No	Kriteria	Penilaian empat mandiriwan SOS			
		1	2	3	4
1	The cover of teaching module material of learning	4	5	4	4
2	Each module helps you understand the topic	5	5	4	5
3	The size and type of font used	5	4	4	5
4	Clarity of material exposure for each topic	5	5	4	4
5	The level of compatibility between the image and the material	3	5	4	5
6	The examples provided you to understand the material	4	5	4	4
7	Clarity of instructions / commands in practicing of each topic	4	4	4	5
8	Practice questions on each topic can help you measure the ability to understand the material	5	5	5	4
9	The order of material for each topic	5	5	5	4
10	Teaching module material of learning is easy to understand and can be individual learning material	5	4	5	4
	Total score	45	47	44	44
	percentage of eligibility	90%	94%	88%	88%

There are feedback of four *mandiriwan* questionnaire including : 1) multiply the example sentences to be easily understood, 2) add the decomposition and examples on topic 11, 3) make an exercise of speaking, 4) typing the form of dialogue is recommended to type in the conversation so that the conversation is easier to understand, 5) that spacing is less

consistent between chapters or sub-chapters with the previous material, 6) foreign words in italics

3.2 Discussion

Based on the research results above, the discussion can be described in accordance with the stages of the ADDIE model. The analysis stage was conducted with two activities, namely problem identification and analysis of the needs of learning English. These two activities involved with direct interviews with learners and leader. In addition, it sent questionnaire sheets to 10 *mandiriwan* SOS. The design stage is conducted in the design of prototype teaching modules materials on English learning for waitress at SOS Children's Village Bali. The prototype of teaching modules material are conducted the following steps; 1) the first step is designed seven modules based on the stages of the waitress task, 2) the second step is designed dialogue between the waitress and guest at the restaurant, 3) the third step is designed English topics. This topic is designed based on dialogue in each module. 4) The fourth step is determined competency standards for each topic, 5) The fifth step is determined the basic competencies for each topic, 6) the sixth step is determined the time allocation for each topic.

The development stage conducted the development of topics in the modules that have been designed at the design stage. Then the implementation stage was conducted by the realization of the prototype of teaching module material of learning that had been designed, namely the evaluation of teaching module materials by 7 learners and 4 *mandiriwan* SOS. The recapitulation of the assessment results from 7 learners and four *mandiriwan* SOS can be seen in table 3.3. In the recapitulation table there are respondents from one to eleven respondents. the eleventh respondents were number one learner and were followed by the results of other leaner and four *mandiriwan* SOS.

Table 3.3

No	Respondent name	Total score respondent	Final score	Qualification
1	Respondent 1	49	98%	Very feasible
2	Respondent 2	50	100%	Very feasible
3	Respondent 3	49	98%	Very feasible
4	Respondent 4	49	98%	Very feasible
5	Respondent 5	48	96%	Very feasible
6	Respondent 6	49	98%	Very feasible
7	Respondent 7	49	98%	Very feasible
8	Respondent 8	45	90%	Very feasible

9	Respondent 9	47	94%	Very feasible
10	Respondent 10	44	88%	Very feasible
11	Respondent 11	44	88%	Very feasible

The questionnaire assessment of eleven respondents as followed.

The total score of respondents obtain from eleven respondents = 523

Maximum total score from eleven respondents = 550

$$\frac{523}{550} \times 100\% = 95\%$$

The result of the average questionnaire assessment of eleven respondents indicate that teaching module material obtain very feasible category. The last stage is an evaluation of the product or teaching module material for learning based on the results of the questionnaire responses from seven learners and four *mandiriwan* SOS.

IV. Conclusion

Based on the result and discussion, the design of teaching modules materials on English learning for waitress has been conducted in five stages according of ADDIE model. The design begins with the identification of problems and analysis of learners needs. Furthermore, the prototype of teaching module materials of learning has assessed of seven learners and four *mandiriwan* SOS. The result of the assessment of teaching module materials on English learning for waitress from seven learners and four *mandiriwan* are said to be very feasible. Then, an evaluation of the teaching module materials on English learning for the waitress was conducted based on the feedback of the eleventh questionnaire results of the respondents. The two evaluations, namely the change in the form of dialogue between the waitress and guest in each module and the addition of sample questions on topics 11, 12, and 16.

V. Bibliography

- Arikunto, Suharsimi. 2005. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- BNSP. 2006. Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah. Sumber: (serial online), [diunduh 2019 Oktober.17]. Tersedia dari: URL: bnsf-Indonesia.org.
- Dahar, R.W. 2011. *Teori-Teori Belajar dan Pembelajaran*. Jakarta: Erlangga
- Depdiknas, 2000. *Permainan Berhitung di Taman Kanak-Kanak*. Jakarta: Depdiknas

- Dikmenjur. 2004. *Pedoman Penulisan Modul*. Jakarta: Dikmenjur, Depdiknas
- Erawati, N.L.E. 2019. "Pengembangan Bahan Ajar Menjadi Buku Ajar Bergambar Sor Singgih Basa Bali di SMP Kesuman Sari Denpasar" (*tesis*). Denpasar: Universitas Udayana
- Hutchinson, T. dan Water, A. 1991. *English For Spesific Purposes: A Learning Centerd Approach*. New York: Cambridge University Press.
- Iskandarwassid. dan H.Dadang, Sunendra. 2016. *Strategi Pembelajaran Bahasa*. Edisi:6. Bandung: PT Remaja Rosdakarya Offset.
- Kovalchick, A. dan Kara Dawson. 2004. *Education & Technology: An Encyclopedia*. Santa Barbara, California: ABC-CLIO
- McKay, S.L. 2002. *Teaching English As An International Language: Rethinking Goals and Approach*. UK: Oxford University Press.
- Ormod, J.E. 2007. *Educational Psychology: Developing Learners*. 6 editions. New York: Prentice hall
- Sugiyono. 2007. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kualitatif, Research & Development*. Bandung: Alfabeta
- Sudaryonto. 2015. *Metode dan Teknik Analisis Bahasa*. Yogyakarta: Sanata Dharma University Press.
- Tegeh, I Made dan I Made, Kirna. 2013. "Pengembangan bahan ajar metode penelitian Pendidikan dengan addie model". *Jurnal Ika (Universitas Pendidikan Ganesha)*. 11(1): 12-26.
- Ulfayanti, N. 2019. "Perancangan Modul Pembelajaran Kosakata Bahasa Inggris di IAIN Kendari" (*tesis*). Denpasar: Universitas Udayana.
- Vygotsky, L.S. 1930. *Mind and Society*. Amerika: Harvard University Press.
- Winkel. 2009. *Psikologi Pengajaran*. Yogyakarta: Media Abadi.