Designing English Material for Second Semester Students of Peer-Assisted Learning Program (PALP)

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Abstract

This research aims at developing Peer-Asissted Learning Program (PALP) Modul for PBI UAD Students at Second Semester. Since the purpose of the research is developing an instructional module, this research belongs to research and development. There were some steps conducted in this research which were conducting needs analysis, formulating the instructional design, arranging the modul, validating the modul, revising the modul, applying the modul, and evaluating the use of the modul. Then, the instruments used in this research were interview guideline and questionnaires. The interview guidelines were used in conducting needs analysis while the questionnaires were used in validating and evaluating the modul. Next, there were two types of data gained from this research, qualitative and quantitative data. The qualitative data were analyzed descriptively while quantitative data were analyzed through Likert scale and the use criteria percentage. The subject of the study were 12 of board PALP, 30 PALP mentors, and 50 mentees. The module entitled PALP Module for Semester 2 students which focuses on speaking skill. It contains 7 chapters, each chapters consists of the teaching order and scoring rubric. Moreover, the module was developed and revised based on the data gained during the research. The result from the expert judgment related to the face aspect is 84% while the result related to the development aspect is 80%. Then, the result of the evaluation from the board is 84%, from the mentors is 86%, and from the mentee is 88%. So, it can be concluded that the modul is feasible to apply.

Keywords: modul, English, peer-asissted learning program

1. Introduction

Peer-Assisted Learning Program *(PALP)* is one of the pilot projects developed by the English Department, Universitas Ahmad Dahlan Yogyakarta. The basic concept is learning assistance by senior to junior in small groups. *PALP* not only provides the opportunity for the senior to do the learning by teaching but also enable them to learn together with college students flexibly. It is one of the PALP's success keys then diversify into English Mentoring Program (EMP).

There were some elements influencing the success of PALP program, namely: mentor, mentee, materials, method. Learning material is one of the elements of PALP. The material in PALP has not been developed based on the scientific standard of material design. Thus, the article entitled "Designing PALP Material for semester two students of English Education Department" tries to support the PALP Program in terms of material.

1.1 Literature Review

PALP is a program developed by English Education Department of Universitas Ahmad Dahlan which enables the students to learn English outside the classroom. In this program, the teacher (called the mentor) will guide the mentee in learning. The mentors are the senior students.

In the future, students of English Education Department will become a teacher and need more experience in 'teaching'. According to Dewey in Kosnik and Beck (2006: 9), education is not about teaching and being taught, but it is more about active and constructive process. It means that education will be more effective is the students are active and construct the knowledge. Constructing knowledge is important for it is reflecting how the mind works. Knowledge should be comprehended thoroughly by elaborating the basic concept. Beside, constructing knowledge, there is also another advantage of mentoring activity. Seen from constructivist, the basic objective of

knowledge is for helping people to become more beneficial to others, rather than explaining general truth.

Knowledge is an empirical base-activity. Budi (2002) stated that empirical comes from English word 'empiricism' and experience. That is why the students should construct knowledge to apply their experience. Most of theoretical knowledge is abstract, it is better for students to have experience, that is experiencing teaching and learning process.

1.1.1 Learning Materials

Learning materials are any source which is used by the mentor (teacher) and mentees (students) to facilitate language learning (Tomlinson, 1998). Furthermore, Tomlinson mentioned materials can be cassettes, videos, CD-Roms, dictionaries, grammar books, reference, and worksheet. In other words, material is anything applied to improve students' knowledge and experience.

In designing materials, the writer involved language characteristics, learning language and applying language. The writer determines the context in which the language will be used and combines the skill, number and type of practices in any language aspects. It will give impact on the level of language comprehension.

1.1.2 Good Materials Criteria

According to Tomlinson (1998: 7), some of the basis principles of second language relevant to the development of materials for the teaching of languages are as follows:

- Materials should achieve impact

- Materials should help learners to feel at ease

- Materials should help learners to develop confidence

- What is being taught should be perceived by learners as relevant and useful

- Materials should require and facilitate learner self-investment

- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

The principles above shows that there is a structure taken into account in designing materials.

1.1.3 Designing Learning Materials

Designing materials is an activity conducted by the teacher or student to provide language learning source and utilize the source to optimize the input (Tomlinson, 1998). The material designer can compose textbook, tell story, describe advertisements, deliver opinion and writing a poem.

The materials can be developed into various learning media, one of them is modul. Then, Sudjana and Rifai in Arsyad (2006: 24) state that by applying learning media can attract students' attention, materials can be more clear and learning activity will varied. It means that modul need to be developed to improve learning quality.

Furthermore, Hutchinson dan Waters (1987: 107) mentioned the principles of designing media:

In addition, Hutchinson and Waters (1987: 107-108) identify some principles to guide in writing the materials.

- Materials provide a stimulus to learning. They do not teach; however, they encourage the students to learn.

- Materials help to organize the teaching and learning process. The materials should provide the students and the teacher with a clear and coherent unit which will lead to a progress and achievement.

- Materials represent a view of the nature of language and learning. What the students think and feel about the language learning should be pointed toward materials.

- Materials reflect the nature of the learning task.

- Materials provide models of correct and appropriate language use.

Those principles are as the basis of constructing the suitable learning materials.

1.1.4 Evaluating Learning Materials

Evaluating materials is measuring the materials whether it suits the learning objective or not, whether the students are able to apply the materials easily and experiencing fun learning or not.

Basically, the materials will be advantageous to students and the procedure enable them to learn what they want to learn. Evaluation process should be systematic and associate the need analysis and provided solution (Hutchinson dan Waters, 1987: 105).

1.1.5 Relevant Studies

Several researches conducted in the same area as follows:

Miftah (2006) conducted a research entitled "Designing Computer Based-Media in learning Arabic Vocabulary to tenth graders of MAN". The result of the study showed that the developed media is effective to apply. Leny (2006) organize an investigation entitled "Teaching Vocabulary through Pictures to the Kindergarten Students". The result illustrate that picture can help student in memorizing and comprehending difficult vocabulary. Both studies are in line with the basic concept of this research that is the importance of designing learning media, including modul, to enhance learning value.

i.   Objective

The objective of the research is to design materials for semester two students of PALP Program.

ii.   Conceptual Framework

The concept of the study can be described as follows:

PALP program in English Education Department of Universitas Ahmad Dahlan is an enrichment program which provides a fruitful platform. The program should be supported by the language support program. The program is aimed at giving the students helps in separate classes that focus on speaking skill. The program needs the materials which integrate the language and the content. The materials should facilitate the students to get the language support which familiarizes them with the expression and get used to in English speaking. The developed materials are the materials which focus on the language than the content. The materials include the title approached through an area of content, starter, input, and scoring rubric which give students opportunities to construct the information by themselves.

Good materials do not teach; however, they encourage the students to learn. The materials should be interesting, challenging, and motivating. The materials should have attractive presentations. The attractive presentations can be acquired through the use of attractive colours, pictures, and font styles. Good design of the materials involves consideration of the aims, how the language and the content are selected and sequences, and the focus of the materials.

2. Method

This research is a Research and Development (R&D) study. The research is concerned with how research findings can be applied to educational practice (Gay, 1987, p. 8). The findings are used in the setting of the research. Besides, the findings are employed to design new products and procedures (Gall, Gall, & Borg, 2003, p. 569). This research was not to test the hypothesis, but to develop effective tasks which later on will be used in the same site as the research conducted.

The study was accomplished in second semester of the PALP program in English Education Department, Yogyakarta in the academic year of 2015/ 2016. The subject of the research were PALP mentors, lecturers and PALP members.

2.1 Research Procedure

The research procedure was adapted from research and development model mentioned by Dick dan Carey dalam Gall, Gall, dan Borg (2003: 570) as follows:

- Need analysis
- Learning analysis
- Students and context analysis
- Composing learning objective
- Composing research instrument
- Designing and selecting learning materials
- Designing and evaluating learning materials and evaluation
- Implementing the materials
- Revising materials.

The data were gathered through interview and questionnaire in three steps. The first step, the researcher interviewed the lecturers and the mentors. Second, designing materials expert validated the materials. Third, mentors and mentees were also asked to fulfill the questionnaire after the materials were being try out.

The qualitative data from interview were analyzed by coding, and quantitative data gathered from questionnaire were analyzed through likert scale, and the percentage is as follows:

$$P = \frac{f}{N} \times 100\%$$

(1)

note:

P = percentage

f = total score

N= number of item

Then the percentage was associated with application criteria. It is important to know whether the materials need to revise or not. The criteria are as follows:

Table 1. Usability criteria (Purwanto, 2000, p. 103).

Percentage (%)	Category
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
< 21	Very poor

The materials can be applied if the percentage is more than 60%. Thus the researchers need to revise them up to 61%.

3. Results

The result of the study included: lay out, materials design seen from expert judgment, PALP Board, PALP Mentors and PALP Mentees.

3.1 Lay out

The result of expert judgment in terms of lay out as presented on the table below:

Table 2. Lay out

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
1	Color and Composition	4	5	80
2	Text color	4	5	80
3	Font type and size	5	5	100
4	Picture choice	4	5	80
5	Picture quality	4	5	80
			Total	420
			Average	84

3.2 Assessment Materials Design by Expert Judgment

The result of expert judgment in terms of design can be seen on the table below

Table 3. Design

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
1	In line with PALP Objective	4	5	80
2	Meet the students need	4	5	80
3	Comfortable to use	5	5	100
4	Interesting	3	5	60
5	Flexible	4	5	80
6	Picture choice	4	5	80
7	Picture arrangement	4	5	80
8	Learning allocation	3	5	60
9	Text effectivity	4	5	80

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
10	Overall	5	5	100
			Total	800
			Average	80

3.3 Evaluation by PALP Board

The assessment of the materials from PALP Board is like this:

Table 4. Assessment from Board PALP

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
1	In line with PALP Objective	4	5	80
2	Meet the students need	4	5	80
3	Comfortable to use	5	5	100
4	Interesting	4	5	80
5	Flexible	4	5	80
6	Picture choice	4	5	80
7	Picture arrangement	4	5	80
8	Learning allocation	4	5	80
9	Text effectivity	4	5	80
10	Overall	5	5	100
			Total	840
			Average	84

3.4 Evaluation by PALP Mentor

The measurement of the materials from PALP Mentor is as follows:

Table 5. Measurement of PALP Mentor

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
1	In line with PALP Objective	4	5	80
2	Meet the students need	4	5	80
3	Comfortable to use	5	5	100
4	Interesting	4	5	80
5	Flexible	4	5	80
6	Picture choice	4	5	80
7	Picture arrangement	4	5	80
8	Learning allocation	5	5	100
9	Text effectivity	4	5	80
10	Overall	5	5	100
			Total	**860**
			Average	**86**

3.5 Evaluation from PALP Mentee

The evaluation of PALP materials from PALP Mentee can be considered as follows:

Table 6. Hasil Evaluasi Mentee PALP

No.	Indicator	Score (f)	Ideal score (N)	Percentage (P) %
1	In line with PALP Objective	4	5	80
2	Meet the students need	4	5	80
3	Comfortable to use	5	5	100
4	Interesting	4	5	80
5	Flexible	4	5	80
6	Picture choice	4	5	80
7	Picture arrangement	4	5	80
8	Learning allocation	5	5	100
9	Text effectivity	5	5	100
10	Overall	5	5	100
			Total	**880**
			Average	**88**

3.6 Modul Revision

The modul was revised based on the data gathered from research subject. The points should be revised are as follows:

Table 7. Module revision

Revision Target	Comment	Revision
Grammar	There were some grammar errors	Grammar revision
Form	Different form in each chapter	Make it equal
Assessment	Still implicit	Make it explicit
Syllabus	Incomplete	Make it complete
Various activities	Monotonous	Make it varied

4. Discussion

The materials design can be described as follows

4.1 Need Analysis

In the early step of the study, the researcher conducted the need analysis by interviewing the board PALP, lecturers, and students both mentors and mentees. Related to materials, the materials has not been developed through standardized steps that able to motivate students. Thus, the researcher interested in designing materials for semester two students of PALP program.

4.2 Learning Design

In this step, researcher developed learning design based on the data gathered on the need analysis. Then, syllabus was also developed as the root for designing materials.

4.3 Materials Design

This period, researcher wrote the modul. There are 12 chapters based on the topic determined.

4.4 Material Validation

This stage, the modul was validated by elaborating need analysis and the modul developed.

4.5 Modul Revision

The next step is revision modul. The points which are revised can be seen on the Table 7 above.

4.6 Materials Implementation

This phase, the materials were tried out as the early stage to recognize the usability of the materials.

4.7 Materials Evaluation

The next stage is Material Evaluation by the expert judgment, board PALP, PALP Mentor and PALP Mentee. The result of the evaluation are as follows:

Based on the Table 2, from the expert judgment, it can be seen that the percentage of lay out is 84%. Based on the usability criteria, the modul is in the level of very good.

In terms of design, the percentage is 80%. It can be concluded that the modul design is good.

Based on the assessment from board PALP on Table 4 above, it can be seen that the score is 84%. In accordance with usability criteria, the level is very good.

According to assessment from PALP Mentor, the percentage of usability criteria is 86%. It is involved in very good level.

Based on the evaluation from PALP Mentees, the percentage is 88%. In line with usability criteria, it is in very good level.

5. Conclusion

Based on the previous explanation, it can be concluded as follows:

- Materials which are developed are the real support in advancing PALP program
- The subjects of the research agreed that the materials are clear, easy to understand and interesting.
- The materials attract the students interest to attend PALP program.

There are several suggestions related to the module, as follows:

- The module user, especially PALP Mentors, should master the content and how to apply it effectively,

- The module can be developed for the next level,

- The effectiveness of this module should be measured on the next research

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