

STUDENTS PERCEPTION OF ENGLISH MODULE DESIGNED BY A PRE-SERVICE TEACHER: A CASE STUDY IN SONGKHLA, SOUTHERN THAILAND

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ABSTRAK

Dalam proses pembelajaran, keberadaan modul sangat membantu dalam mendukung proses belajar siswa. Modul adalah bagian dari perangkat belajar bahasa yang dikonsep sederhana dan mudah dipahami. Pre-Service Teacher adalah calon guru yang mengamati dan melakukan praktik mengajar untuk mendapatkan pengalaman mengajar sebelum menjadi guru yang sebenarnya. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa tentang materi bahasa Inggris yang dirancang oleh Pre-Service Teacher. Penelitian ini menggunakan studi kasus dengan metode kualitatif dan data diperoleh dari 5 siswa/i (kelas 3 SMA) dari Tasdikiah School, Thailand. Pengumpulan data dikumpulkan melalui interview. Hasil penelitian menunjukkan bahwa siswa merasa terbantu dengan adanya modul Bahasa Inggris. Hasilnya, persepsi siswa tentang modul bahasa Inggris yang dirancang oleh Pre-Service Teacher benar-benar baik (positif).

ABSTRACT

In the learning process, the existence of module is very helpful in supporting student's learning process. Module is a part of language learning tools that is conceptualized simply and easily understood. Pre-Service teacher is a student teacher begins as an observer and doing teaching practice to get an experience of teaching before becoming real teachers. This research aims to explore the student's perception of the English material designed by Pre-Service teacher. This research used case study in qualitative method and the data gained from 10 students (in 3rd grade of senior high school) from Tasdikiah School, Thailand. The data collection was collected through questionnaire. The result revealed that student feel helped by the existence of English module. As a result, the students' perception of English module designed by a Pre-service teacher were really good (positive).

Keywords: students' perception, English module and pre-service teacher.

INTRODUCTION

In the language learning process, Module is a part of language learning tools that is played as an important role in it. It represents a useful resource for both teachers as a designers and learners as persons who are obtaining the English language. Module become a role play in language teaching, it helps the teachers to deliver the materials as teaching instruments and helps the learners to enhance their ability in English skill. (Aryani, 2016) States that teaching resources are all materials that are used to facilitate in teaching and learning process.

They can be divided into three forms which each has different functions and

advantages. The first form of material is printed materials such as books, module or workbooks, worksheets, help the beginner teachers to cover and design each lesson carefully in detail. They also give all the plans and lessons that teachers need to present the topic in some details. Moreover, printed material can be used in any location or bring everywhere. Non printed materials like audio and video materials have their own advantages such as; inexpensive materials, since non printed materials have already prepared by the teachers and students should not buy it (Aryani, 2016).

According to (Coyle, Hood, & Marsh, 2010) Content and Language Integrated Learning (CLIL) is a dual-

focused educational approach in which an additional language is used for the learning and teaching of both content and language. In the teaching and learning process, a focus is not only on content and language but also it is an innovative fusion of both. (Coyle, Hood, & Marsh, 2010). Content and Language Integrated Learning, an approach which use second or foreign language as a medium language of instruction of a subject matters content, allows the recognition of meaning and the use meaningful language in a particular context (Juarez, 2013, p. 183).

Perception is a basis for comprehending the individual differences as for how the individual perceives something will influence how he/she behave (Lafontana & Cillessen, 2002). The researcher thought that perception is a process of consider, analyze or react information through fundamental sense. The existence of various languages teaching and using them in the daily communication has led to the diversity of methods, strategies, and models applied by teachers in teaching activities.

Contemporary pre-service teacher education is framed by a multiplicity of pressures, such as standards, outcomes, meeting the needs of diverse populations, international comparisons, and accountability and accreditation issues, recruiting more diversity into the teaching workforce and teacher education faculty, leadership (Stahl, Sharplin, & Kehrwald, 2008)

While, this research is conducted in one of schools in Songkhla Province, Southern Thailand. Islamic school in Southern Thailand are quiet numerous. The relationship and tolerance among people are went well. The national Thai language is Thai. Thai language now is consist of 44 consonants, 48 vowels, some diphthong and 5 tones. Some people in the south are able to speak two languages i.e. Thai and Malay 'Jawee'. But, a small number of people who able to speak Malay. This is a challenge for the researcher to survive and collect the data.

Basically, school system and language teaching in Songkhla is not much different from the curriculum in Indonesia. Government of Thailand has conducted basic lessons and should be followed by each schools, then added with Islamic values according to school policy. But in teaching

English, it has some differences in preparing the materials, application and learning method. Language, culture and habits are becomes an obstacle or problem in teaching. However, as time goes by, the main problem can be solved by both teacher and students.

METHOD

This research used case study in qualitative method and interview as an instruments. The previous study which is related to this research was done by (Pratiwi, 2013) on the title "Designing English Learning Materials for English Conversation Club in SMA N 1 KROYA". The objectives of this study are: 1) to identify the target and learning needs of English Conversation Club students in learning English and 2) to design English learning materials for English Conversation Club in SMAN 1 Kroya. This research is classified into Research and Development (R.D). This research was conducted through the following steps i.e.; 1) conducting the needs analysis, 2) writing a course grid, 3) writing the first draft, 4) getting expert judgment, and 5) writing the final draft, 6) students' perception.

As (Gerring, 2007) stated that Case study analysis are identified by their status (extreme, deviant, and so forth) relative to an assumed population of cases. Thus, while we continue to categorize studies as predominantly case-oriented or variable-oriented, it is inappropriate to regard these two approaches as rival enterprises.

According to Malcom (2017) stated that Case study research is – or should be – small-scale research with meaning. It should obviously have meaning for the case being studied, and for the researcher doing the studying, but its meaning can go much further than that. It helps the researcher to do this method perfectly. Malcom (2017) defined a case study as Provided that the researcher sets out in sufficient detail how the case was studied, and for what purpose, other interested researchers should be able to replicate the research.

This research gained the data through students' participant of Tasdikiah School. The researcher thought that some textbook is hard to understand which make student lazy to read. Therefore, the researcher design an English material which can be a module.

Kingdom: Cambridge University Press.

RESULT AND DISCUSSION

The researcher used interview for collected the data from participant of Tasdikiah School.

- Interview is about their perceptions of the existence of English Module.

Participant 1 It's good and I understood with the material is made. Simply enough and it's easier.
Participant 2 This module material is easier than a text book given by government. It's helpful.
Participant 3 I think it's nice with the existence of English Module. We as students feel helped, and we can understand and learn faster.
Participant 4 I am not bored with learning English now, because, with this module I can easily understand about English.
Participant 5 I'm helpful with it. Its module interesting enough and it's not hard to understand.

Gerring, J. (2007). *Case Study Research Principles and Practices*. New York: Cambridge University Press.

Lafontana, K. M., & Cillessen, A. H. (2002). Children's Perceptions of Popolar and Unpopular Peers: A Multimethod Assessment. *Developmental Psychology*, 1.

Pratiwi, G. N. (2013). A Thesis. Designing English Learning Materials for English Conversation in SMAN 1 Kroya.

Stahl, G., Sharplin, E., & Kehrwald, B. (2008). *Real-Time Coaching and Pre-Service Teacher Education*. Singapore: Springer Nature Singapore.

From the result of interview, English module is very important in learning processes. They really helpful with the existence of the module. Because the module material is simple and not too hard to understand.

CONCLUSION

As the result by students' participant is Tasdikiah School, they feel helped with the existence of the English module, some of them are prefer to use module than a textbook as their learning processes. It can be assumed that the module was helpful even though they still used the textbook together.

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