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Chapter 32

Using the ASSURE Model in Developing an English Instructional Module for Indonesian Migrant Workers in Penang, Malaysia



M. Arif Rahman Hakim, Mohamad Jafre Zainol Abidin,
and Nur Ilianis Adnan

Abstract The aim of this study was to develop an English instructional material for Indonesia migrant workers in English Academy Bengkulu Malaysia. The output of this study was an instructional teaching material product in the form of module developed using ASSURE model that has gone through the stages of analyzing student characteristics; standards and learning objectives to be achieved; selecting methods; media and teaching materials; using media and materials; and require learner participation. After the development process is complete, the product is also validated by experts, especially in the content and language section. Based on the results of tryouts that have been conducted on Indonesia migrant workers in Penang, Malaysia, this product received a positive response from them and their English teachers. The product is also proved useful in completing and covering shortcomings in the teaching-learning process in English Academy Bengkulu Malaysia. The result of the study is an English instructional module consisting of six chapters on topics of daily conversation, business communication, basic writing, delivering speech, news reading, and tourism conversation. This educational product is also expected to be able to assist the ASEAN free trade program in the future.

Keywords ASSURE model · English instructional material · Indonesian migrant workers

32.1 Introduction

English is a global language which plays an important role in various aspects of life, especially in this era of globalization faced by the ASEAN free trade. However, the Indonesian government through the Ministry of National Education made policies to

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acquaint this language in its educational system in elementary schools and colleges due to its importance in business, communication, education, science, technology, diplomacy, art, tourism, etc. (Saukah 2003).

Learning English, as a course, is different compared to formal classes, which are not systematically structured (Pujiati and Aisah 2015). According to the previous researches, learning materials used by class instructors are organized based on the teachers' expectation and not the participants, with inadequate teaching evaluation. In addition, the implementation of an English language training program for Indonesian migrant workers known as the English Academy Bengkulu Malaysia has not been properly programmed and does not have adequate teaching materials. Besides, its purpose is also not systematically structured, to increase the speech skills as well as the needs and demands of the organization. Interviews were conducted regarding the interpretation of the academy program, which resulted in varied responses, thereby implicating the choice of teaching materials utilized. An instructor is opportune to use books that are commonly used in formal English classes, while other teachers search for material from various sources and then combine them into a module.

32.1.1 An Overview of English Academy Bengkulu Malaysia

Poverty is one of the dominant and main factors which drive the Indonesian people to become migrant workers. However, this preference does not change their quality of life due to many problems. According to data obtained from *Ketua Kelompok Kerja Pemilu Luar Negeri Republik Indonesia* or the Chairperson of the Republic of Indonesia's Overseas Election Working Group Mr. Wajid Fauzi, in 2018, over 1 million migrant workers were living in Malaysia (Rizqo 2018).

According to interview results obtained from Indonesian migrant workers, they often receive unpleasant treatment from fellow workers from other countries, and a small local population of Malaysia. This was also expressed by several activists and members of the non-government organization officially registered in Malaysia, namely, *Pertubuhan Masyarakat Indonesia (Permai)* or the Indonesian Community Association in Penang Island. In addition, their poor English communication skill, which is considered an elite language among the working community, is also one of the reasons for the creation of this academy. Besides, it also has an impact on their careers. According to an analysis conducted by the Human Resources section of some companies, Indonesian workers performed far better than those from other countries but were constrained by their poor English skills. Due to this, the *Permai* Penang together with the Indonesian Postgraduate Students' Academic Forum at University Sains Malaysia initiated an English language training program named English Academy Bengkulu Malaysia. This program is carried out 2 days a week in the morning (9–11 am), afternoon (3–5 pm), and night (8–10 pm) due to the different working hours of the migrants. It was implemented in November 2017 and conducted by two main instructors. Based on the data obtained from the lecturers, in August 2019, a total of 320 people had joined the program since its inception. Some workers

have completed this program which lasts for 5 months and has raised their standard of living by getting a better paying job, returned to Indonesia, gained admission into a well-known tertiary institution, and have been successfully promoted.

Based on the above-listed problems, an educational development research method was used to develop teaching material products or learning resources for English language training programs specifically for Indonesian migrant workers. The research stages are explained in the next section.

32.2 Research Method

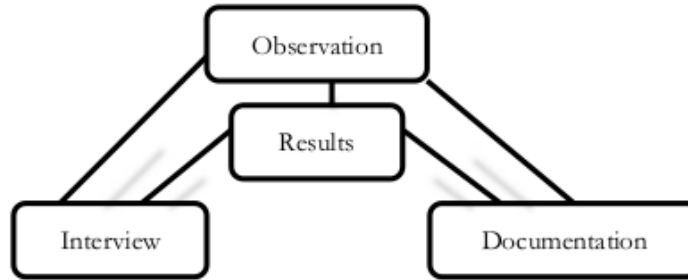
The current study is an educational development research aimed at developing English teaching materials for Indonesian migrant workers. Latief (2012) defines it as a research design used to develop educational products such as curriculum, syllabus, textbooks, learning media, modules, assessment instruments, etc. Furthermore, the ASSURE model developed by Molenda et al. (2008) which is an abbreviation of analyzing learner characteristics was used to state performance objectives, select methods, media, materials, as well as utilize technology, which requires learner participation, evaluation, and revision. Several steps have been carried out, such as obtaining information consisting of identifying problems, choosing ways of solving problems and theoretical studies, defining concepts and arranging the developed teaching materials in the form of modules, conducting validation by experts in the field of developing English material, revising the content based on expert input, and verification. It also evaluates the trials, revisions, and validations based on input obtained from program participants and teachers during the tryout process. The semi-structured interview method was used to obtain data which seem to be more open and flexible.

According to Al-Nassar (2010), semi-structured interviews consist of structured and unstructured data, which allows previously designed and additional questions. A total of 60 students and 2 teachers were interviewed and the analysis of program on participants' needs, the required English teaching materials, the opinions of participants and teachers on the type of class needed, their favorite learning techniques, and main interest was performed. The results of this analysis are the main foundation used to develop the teaching materials. Furthermore, the respondents also participated in the testing phase of the products.

32.2.1 Data Analysis

While processing data for this study, the researchers used technical triangulations and source triangulation, where technical triangulation consist of data collection techniques including observations, interviews, and documentation to get the data from the same sources (Lexy 2008), while source triangulation is data collection

Fig. 32.1 Triangulation scheme. Adapted from Moleong (Lexy 2008)



techniques from different sources (English teachers and participants) with the same method (interviews) and also analyze the results obtained from the answers of the interview given by participants and teachers. Triangulation technique is a data collection technique that combines various existing data collection techniques and data sources (Sugiyono 2010). Triangulation in credibility testing is defined as checking data from various sources with various ways and various times (Suyanto 2008) (Fig. 32.1).

32.3 Results and Discussion

32.3.1 *The Results of Need Analysis*

The semi-structured interviews were conducted on 60 participants and 2 teachers. This step is very important to obtain all the information needed in developing the teaching modules (Hakim and Abidin 2018). It consists of six points, namely, the favorite material and learning activities, opinions on available teaching materials, interest in learning using audiovisual and social media, as well as the preferences in the illustration of English materials needed (Table 32.1).

Based on the data collected, 45 participants stated that they liked the speaking material in learning English, while 15 students were interested in grammar. In the next question related to the learning activities, as many as 30 participants were very happy to learn English through role-playing activities, 20 people liked the business conversation activities, while 10 people preferred reading text activities. Furthermore, the third question related to the participants' opinions on the available teaching materials has as many as 50 people who considered that it could not meet their expectations, while 10 people considered it to be sufficient. Related to this case, the teachers also acknowledged that the materials provided do not specifically address the needs of migrant workers.

Regarding the interest in learning using audiovisual material, 45 participants of the total number liked teachers delivering lecturers through this medium to reduce the boredom. Furthermore, 10 participants did not really like learning using audiovisuals, and 5 people did not care.

Table 32.1 The percentage of need analysis's answers for participants

No	Questions of need analysis (students)	Answers
1	Favorite subject in learning English	1. Speaking (75%) 2. Grammar (25%)
2	Favorite learning activity	1. Role-play activity (50%) 2. Business conversation activity (33.33%) 3. Reading text activity (16.66%)
3	Students' interest in learning using audiovisual material	1. Interested 75% 2. Not interested 16.66% 3. Did not care 8.33%
4	Learning English using social media	1. Agree 100%
5	Suggestion related to their teaching materials	1. More teaching material and practice sheets (50%) 2. Add more pictures in the book (33.33%) 3. The physical side of teaching material that is elegant with pleasant designs (16.66%)

Furthermore, interview participants' interest in learning English using social media was analyzed. All respondents stated that using it in the current digital era is very important and helpful as it helped them deal with their tight working hours, which limited in-class learning.

The last question addressed the preferences of participants with 30 people of the respondents requesting more teaching material and practice sheets for after-class practice. However, 20 people of respondents needed a form of teaching material that used more illustrations to make it look more interesting and understandable, while 10 people were in need of the physical side of teaching materials that are elegant with pleasant designs.

In addition to gathering requirement analysis to program participants, interviews were conducted on two English teachers at this academy, with the aim of obtaining various information related to the teaching and learning process. The teachers' opinions regarding the interests of Indonesian migrant workers, the availability of appropriate teaching material, the obstacles encountered, and their suggestions were also analyzed.

According to these teachers, students are often excited at the initial stage and tend to feel bored and easily distracted by other individuals later. However, it is not uncommon for participants to feel uninspired or even sleepy when a new lesson is about to start, rather a fatigue after working for about 10–12 h. This is subsequently followed by the availability of teaching materials in the academy, which was very limited and entirely summarized from several sources.

Furthermore, the obstacles often found by teachers are related to the consistency of the learning participants, as they were not formally bound like an institution or course-training institute. Three batches were run concurrently, with large numbers of participants at the beginning, which were drastically reduced at the end of the program. Therefore, the teachers advised for the development of teaching materials

or modules capable of meeting the requirements of program participants with familiar topics related to their daily lives.

32.3.2 *The Result of Developing the Teaching Material Products*

The teaching materials designed for English lessons are focused on speaking and writing activities. This is consistent with the results obtained by analyzing the program participants and teachers who are directly related to the needs of an Indonesian migrant worker in Malaysia. Besides, these materials tend to motivate the participants of this academy to improve their English skills using modules and learning support videos obtained from YouTube. The topics covered in the teaching module of the results of this research development are daily conversation, business communication, basic writing, speech delivery, news reading, and tourism conversation. These topics were chosen by considering the needs and interests of participants, which is expected to increase the consistency of Indonesian migrant workers in the English Academy Bengkulu Malaysia (Fig. 32.2).

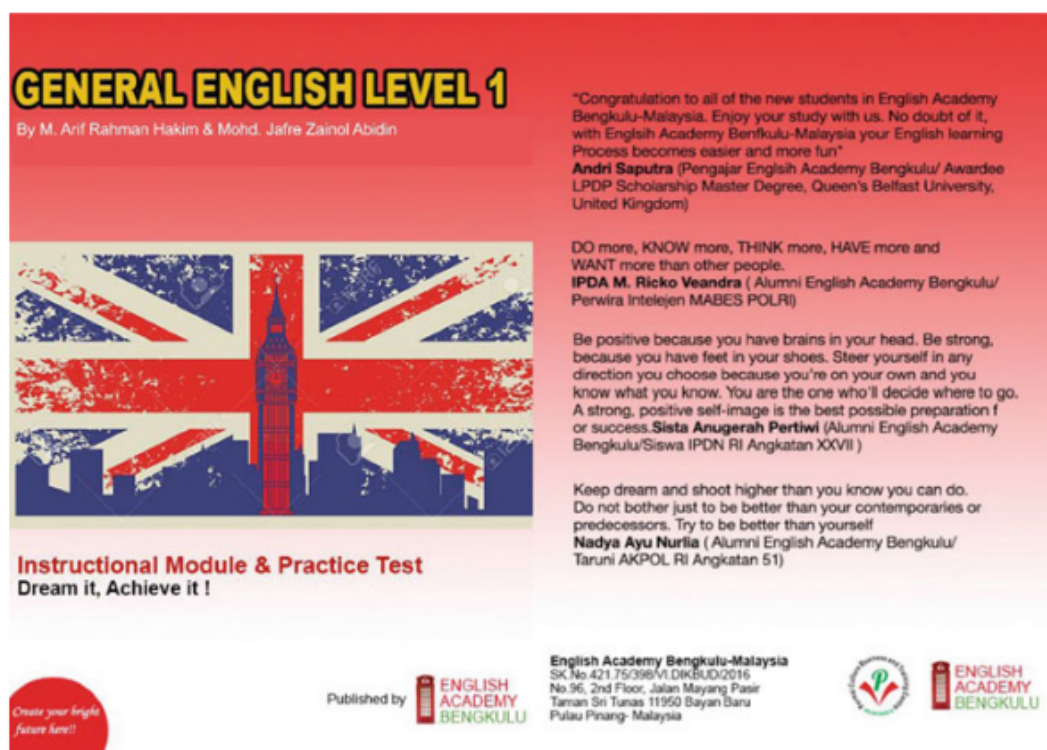


Fig. 32.2 The cover for teaching material product

32.3.3 *Learners' Participation*

It is necessary to test the product to acquire some information related to the materials which need to be revised and improved in order to determine the effectiveness of the teaching materials developed (Latief 2012). Therefore, tryouts were conducted using 60 participants in 2 meetings and tested by the teachers by applying the material developed during the teaching and learning process. In this tryout, researchers acted as collaborators and observers in the classroom and the teachers had the role of applying teaching material product that had been developed by researchers to make the teaching-learning process to be natural (Hakim and Abidin 2018). In tryout process, researchers also made several field notes related to several important aspects based on the situation that occurred in the tryout process. In addition, the effectiveness of the teaching material developed was used in ascertaining participants' activeness, interests, and opinions. In general, during the analysis, it was discovered that participants were very enthusiastic in their respective classes.

32.3.4 *Revision of Teaching Materials' Product*

After conducting a tryout, the product was revised based on the results and suggestions from both participants and teachers. In this stage, the researchers revised the shortcomings and weaknesses of the material developed (Sismiati and Latief 2012). The revision was based on the changes in inappropriate teaching material, spelling errors, as well as the addition of several examples and practice materials. This was followed by validating the teaching material product by experts experienced in developing the products using modules, videos, strategies, language, and conformity while analyzing the needs of program participants and teachers. According to Asiyah et al. (2018), this step is very important to develop a good product. In addition, all suggestions from experts were used to develop and make the product better.

32.4 **Conclusion**

In this study, the teaching material developed is in the form of complementary modules aimed at completing and covering the shortcomings associated with the main modules used in English-speaking classes at English Academy Bengkulu Malaysia in Penang. This module-shaped product was developed through the research process of developing the ASSURE model adopted by Molenda et al. (2008) in stages by analyzing the needs of students and teachers, product development, expert validation, trials, and final revisions. This module also aims to assist teachers in solving some of the problems they face with Indonesian migrant workers while teaching. However,

there were some obstacles associated with the module development process, such as heterogeneity of the opinion of the English class participants on the expectations of teaching materials and learning methods. Therefore, additional interviews were conducted by giving more specific questions to the participants, thereby providing a clear picture of the English-speaking class. The teaching material products in the form of modules produced in this study amounted to six topics. However, after going through the stages of expert validation, it was trialed to 12 meetings with 60 Indonesian migrant workers. This stage was carried out to determine the suitability of the teaching products developed with its needs and effectiveness. Based on the results of the tryouts conducted, the modules obtained a good reception response from both program participants and teachers.

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