

# Developing Constructivist Teaching and Learning Based Module In Teaching English As a Foreign Language Lesson

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## ABSTRACT

*Teaching English as A Foreign Language based on the constructivist teaching and learning of TBI Study Program at IAIN Bone have its challenge. One of the challenges is providing teaching module. This research is focused on designing Teaching English as A Foreign Language (TEFL) Module based on constructivist teaching and learning. The research applied research and development by using ADDIE model. The subject in this research is students in TBI Study Program. The result of the research showsthat the module has practicality and effective to use in Teaching English as A Foreign Language (TEFL) in TBI Study Program IAIN Bone.*

*Pengajaran Bahasa Inggris sebagai Bahasa Asing berdasarkan pembelajaran konstruktivis Program Studi TBI IAIN Bone mempunyai tantangan tersendiri. Salah satu tantangannya adalah penyediaan modul pengajaran. Penelitian ini difokuskan pada perancangan Modul Pengajaran Bahasa Inggris sebagai Bahasa Asing (TEFL) berdasarkan pembelajaran konstruktivis. Penelitian ini menerapkan penelitian dan pengembangan dengan menggunakan model ADDIE. Subjek dalam penelitian ini adalah mahasiswa Prodi TBI. Hasil penelitian menunjukkan bahwa modul mempunyai kepraktisan dan efektif untuk digunakan dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing (TEFL) di Program Studi TBI IAIN Bone.*

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## 1. Introduction

There are many reasons why people decide to become teachers, including a passion for education, a desire to help others succeed in life through education, the promise of a rewarding career, and the opportunity for work-life balance. A common misconception is that being a teacher is a breeze, but in reality, it's a lot more challenging than it looks. According to Labaree (2000), being a teacher is a very challenging profession. As a result, educators need to put in extra effort to address

and solve the many challenges they face on the job. According to Scriver (1994), there are three types of educators: 1) the explainer teacher, who is proficient in the subject matter but struggles to convey it to students; 2) the involver teacher, who is proficient in both the subject matter and the methods for teaching it; and 3) the enabler teacher, who is proficient in both the subject matter and the methods for teaching it and can recognize his or her students' unique

Teachers, whose jobs are complex, must be well trained through institutions that instruct teachers. But in many cases, even that isn't enough. Teachers' college-learned knowledge and abilities are put to use the moment they set foot in a classroom. In addition, they will be presented with problems that are distinct from what they have already learned. Many English teachers don't know what they're doing because they don't have enough real-world classroom experience. Consequently, it is imperative that those who major in English education be adequately prepared to instruct their future students in the language.

Teaching English as a Foreign Language should be one of the required lectures that all English education students have to learn. It should be taught in a lecture that covers both the theory and practice of teaching English as a foreign language. The goal of a TEFL course in college is to teach students how to teach English in the classroom. So, the student teachers can get better at teaching and become more flexible. To make it work, we need to give the learners the right information. Materials for learning and teaching are one of the most important parts of the process of teaching and learning. According to Donnelly and Fitzmaurice (2005) argued that "The teaching and learning materials should be made with a clear link between the learner's need, goal, learning outcomes, resources, learning and teaching strategies, assessment criteria, and evaluation". The material in a university TEFL course should cover the theories and principles of teaching English as a second language, as well as methods and techniques for teaching English, how to plan an effective lesson (called a "lesson plan"), how to give feedback to learners and correct their mistakes, and how to plan an effective lesson.

The TEFL course was still having issues, based on the researchers' observations and experiences working as a lecturer at the university where this research will be carried out, so this observation is based on both my observations and my experiences. The issues are as follows: 1) the teachers do not have access to appropriate instructional materials that cater to the requirements of the student teachers who are learning; and 2) the student teachers do not have enough opportunities to put the ELT theories and principles into practice in the classroom. It denotes 1) the quality of the student teacher in terms of teaching competence while they are taking part in the field practice (KKLP). Because they lack actual classroom experience, student teachers often find it challenging to put the educational principles and theories they have learned into practice when they are responsible for programming KKLP at a real school. It means that the materials are presented in a manner that has no connection whatsoever to the requirements of the learner. The student needs to

take TEFL courses not only to understand the theories of teaching and learning but also to gain practical experience with those theories. In order for them to be able to modify and implement the various learning and teaching theories in their actual classrooms, 2) Insufficient preparation of pre-service educators for careers in the field (low quality of output). Furthermore, it is important to create educational materials that can adapt to different students' learning styles and facilitate students' access to course materials for TEFL programs. Materials for teaching English should encourage students to use their imaginations, break up the monotony of traditional methods, and provide access to the most recent research in the field.

With regard to pedagogical resources, TEFL course materials at IAIN Bone, where the study will be carried out, only currently available teaching and learning theories, so students learn the theories in theory but have no practical experience with implementing them. The only thing a teacher does is explain things or give presentations. As a result, there is currently not a single module implemented in IAIN Bone.

From the cases above the researcher thinks the need to design the module for TEFL which provide the sufficient materials and techniques to develop the learners' learning and teaching theories and experiences for its application. The aims of this module are 1) to provide an opportunity for the learners to experience the techniques in teaching English, 2) to explore the selection and use of authentic materials for secondary learners, and 3) to give learners practice at implementing some of the principles, ideas and techniques highlighted in TEFL course through planning a lesson and micro-teaching to their peers and then reflecting on the experience. The module will be designed in two pieces, they are teachers module and learners module. According to Robinson and Crittenden (1972), module is a packet of teaching materials consisting of behavioral objectives, a sequence of learning activities, and provisions for evaluation. A module has many purposes, they are: 1) to individualized instruction, 2) to provide a conceptual model for learning that minimized the need for conventional, verbalized and instructional technique, 3) to enable teacher to analyze the learning process, 4) to maximize the effective use of instructional media and group exercises. By designing the module the role for the teacher will change from being a presenter of knowledge to be orchestrator of learning, creator of learning activities, and interactional adviser.

This studies tries to lay out a module for TEFL lecture for the university college students primarily based on constructivist gaining knowledge of and coaching approach. It is crucial to be aware about the theory and method that underpin getting to know and coaching. This method emphasize on experiences to guide lively participation and have interaction studying. The 2 robust proponents of constructivism (Jean Piaget and Lev Vygotsky) consider that the learner broaden information thru active participation in their mastering. However Piaget believes that know-how is built with the aid of the learner and that the learner develops her/his own know-how through revel in whereas Vygotsky area more importance at the social context of mastering (Weegar, 2012). So, the

general concept of this technique is to make mastering meaningful to novices and to cast off the warfare of novices with the strength of instructor and know-how. This approach might be assumed to cowl learning and coaching studies in acquiring the ideas of English language coaching. So, this research will try to assimilate those two factors of view from Piaget and Vygotsky through characterizing the module with energetic engagement by experiencing the idea given, problem solving and discovering on their very own on the instances given and collaboration with others. This will supply the freshmen experience the theories they had in language school room. This research can be expected to enhance the freshmen' teaching ability so they're able to observe and adapt various teaching techniques in teaching English in their actual study room.

## 2. Method

### Research Design

This study applied research and development, thus the design followed the procedures of the developmental research: (1) need analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

#### 1. Need Analysis

Need analysis consist of two phases: (1) the problem identification and (2) developing and analyzing instrument.

#### 2. Design

The main purpose in this procedure is to find module design. The design of the instructional material developed mainly based on the constructivist teaching and learning approach in order to gain easily the performance objectives of the students.

#### 3. Development

The steps of developing module are: (1) developing prototype 1, (2) collecting some materials from teacher training resources, (3) designing prototype 2, (4) validating the module, (5) revising the module, and (6) trying out the module.

#### 4. Implementation

The implementation procedure is where the module is actually delivered to the students. Implementation refers to the distribution of the module to students for the teaching purpose. The implementation followed and outline exactly how design conducted. It took into account students, resources, time and impact the learning activities had in order areas for the students real teaching.

#### 5. Evaluation

- a) The evaluation gave to see the students' competencies in using the module, then the test gave to prove the students' achievement through the module.
- b) There was the teaching competencies to measure the students' achievement.

## Respondents

The participant of the research was the fifth semester of English study program of IAIN Bone. This study used total sampling technique, so the researcher took one classe during academic year 2019 – 2020. The subject will be 30 students and there will be 1 TEFL lecturer. The researcher conducted deep discussion to get a TEFL module design.

## Instruments

There are several techniques used in data collection. This research used instrument as follows:

1. TEFL Learning Material Assessment Sheet
2. Questionnaire Response
3. Achievement Test

## Procedures

1. TEFL Learning Material Assessment Sheet
  - a. TEFL Learning Material Assessment Sheet by the expert of Material content

The TEFL learning material assessment sheet by this material expert is given to a lecturer who has expertise specifications on the material developed. This instrument aims to determine the validity value of TEFL learning materials developed based on aspects of Content Eligibility and Presentation Material basedon the constructivist approach. The TEFL Learning Material assessment sheet is arranged with 5 alternative answers, namely very poor / (VP), Poor / (P), FairlyGood (F,) good / (G), and very good (VG).

- b. TEFL Learning Material Assessment Sheet by the expert of Teaching Material

The TEFL Learning Material assessment sheet by this Teaching material expert is given to a lecturer who has specifications in the field of Teaching Material development. The purpose of this instrument is to find out the validity ofthe TEFL Learning Materials which are developed based on aspects of language and graphics. Similar to the TEFL Learning Material Sheet by material experts, this LKS assessment sheet is prepared with 5 alternative answers namely very poor / (VP), not good / (P), Fairly Good (F,) good / (G), and very good (VG).

2. Questionnaire Response

Teacher responses were given to the teacher at the end of the study. This instrument aims to determine teacher responses to the ease and assistance of learning using the TEFL Learning Materials that have been developed. Theteacher's response questionnaire was prepared with five alternative answers namely strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA).

### 3. Achievement Test

Achievement tests were given to students at the end of learning to determine the completeness of students' understanding after learning is done. The test will be used to find out the students' competencies in teaching English. Test results are used to determine the average percentage of student learning outcomes test scores. From the test results, it will be obtained the percentage of classical completeness of students to determine the effectiveness of TEFL Learning Material based on the constructivist approaches.

#### Data analysis

In this study, data analysis techniques were carried out to obtain TEFL learning materials that are appropriate and of high quality that meet valid, practical, and effective criteria based on grouping data according to the type of data. Following is an explanation of data analysis of each instrument.

##### 1. Assessment Sheet for TEFL learning materials

The TEFL learning material assessment sheet is used to get the validity data of the worksheets developed. Validity data was obtained from an assessment by the expert of content material, the expert of teaching material development. The steps developed in analyzing data from the TEFL learning material assessment sheet are:

- a. Transform qualitative data into quantitative data based on a Likert scale in the following table:

Table 1. Quantitative Rules of TEFL learning material assessment

Classification	Score
Very Good (VG)	5
Good (G)	4
Fairly Good (F)	3
Poor (P)	2
Very Poor (SK)	1

- b. Converting the average score into a qualitative value in accordance with aspects of assessment (Eko Putro Widoyoko, 2009: 238) in the following Table 2.

Tabel 2. Classification Assessment

Range	Classification
$\bar{X} > 4,2$	Very Good
$3,4 < \bar{X} \leq 4,2$	Good
$2,6 < \bar{X} \leq 3,4$	Fairly Good
$1,8 < \bar{X} \leq 2,6$	Poor
$\bar{X} \leq 1,8$	Fairly Poor

In this research, TEFL learning material would be categorized Valid if it meets the minimum good rating classification.

#### 4. Response Questionnaire

The response questionnaire was used to obtain practicality data on the use of TEFL learning materials. Data obtained from the response questionnaire for the teachers. The steps taken to analyze the data are.

- a. Transform qualitative data into quantitative data based on a Likert scale in the following table 3.

Table 3. Quantitative Rules for Response Questionnaire

Grade	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

- b. Converting the average score into a qualitative value in accordance with aspects of response Questionnaire in the following Table 4.

Tabel 4. Classification of Final Assessment

Range	Classification
$\bar{X} > 4,2$	Very Good
$3,4 < \bar{X} \leq 4,2$	Good
$2,6 < \bar{X} \leq 3,4$	Fairly Good
$1,8 < \bar{X} \leq 2,6$	Poor
$\bar{X} \leq 1,8$	Fairly Poor

In this research, TEFL learning material would be categorized Practice if it meets the minimum good rating classification.

#### 5. Achievement Test

Achievement test is used to find out the effectiveness of TEFL learning material that has been developed. The data obtained by analyzing the students score form achievements test that conducted at the end of the learning process.

There are several steps in obtaining the data as follows:

- a. Calculating and Classifying the students score
- b. Converting the calculation in the previous step to show students'academic skills

Table 5. Criteria of students Achievement

Range	Classification
$p > 85$	Very Good
$75 < p \leq 85$	Good
$65 < p \leq 75$	Fairly Good
$55 < p \leq 65$	Poor
$p \leq 55$	Very Poor

In this research, TEFL learning material would be categorized effective if the percentage of students' achievement classify good.

### 3. Finding and Discussion

The research is conducted by applying Research and Development (R & D) method with ADDIE models (Analysis, Design, Development, Implementation, Evaluation). The product is a module in Teaching English as A Foreign Language (TEFL) *Tadris Bahasa Inggris* (TBI) students. Based on the research method conducted, the following research results were obtained:

The first stage of the ADDIE development model is the analysis phase. The analysis phase is divided into needs analysis, and analysis of student characteristics. A needs analysis is carried out to identify pre-existing learning material. From the results of teacher interviews it was found that the TEFL learning material based on the Constructivist Teaching and learning that would be developed did not yet exist and had not been applied in the study program. Analysis of student characteristics is carried out to identify the characters and abilities of students to be studied. From the results of the analysis of student characteristics it is known that students have different abilities.

The second stage is the design stage. The design phase is carried out by designing TEFL learning materials based on the Constructivist Teaching and learning, and designing research instruments consisting of assessment of learning materials, achievement tests, and questionnaires consisting of teacher response questionnaires.

The third stage is the stage of product development, namely by completing the design of TEFL learning materials and research instruments which are then validated first by expert lecturers before being tested.

The fourth stage is the implementation phase or trial phase which is carried out in the TBI IAIN Bone Study Program from 15 August 2022 to 12 September 2022.

The fifth stage is the evaluation stage which is the final stage to carry out calculations and assessments of the development of learning materials. The aspects assessed are validity, practicality, and effectiveness. The validity aspect is obtained from the assessment of learning material, the

practical aspect is obtained from the teacher and student response questionnaire, and the effectiveness aspectis obtained from the student achievement test.

#### a. Validity Analysis of TEFL Learning Materials

Data analysis of the results of TEFL learning material validation is based onthe average results of the validation results of 3 expert lecturers. Data analysis of the results of TEFL learning material validation is based on the average results of the validation results of 2 expert lecturers. Based on the evaluation of the validatorby expert lecturers, the average score for the material content is 4.07 from the maximum average score of 5.00 with good criteria and the average score of teaching materials is 4.2 with good criteria. These results indicate that the TEFL learning material developed based on the constructivist teaching and learning is declared valid and does not need to be revised. Thus TEFL learning material is appropriate to be used as teaching material for English learning courses in the TBI Study program of IAIN Bone.

#### b. Practical Analysis of TEFL Learning Material

Practicality analysis by giving a questionnaire response at the evaluation stage. Based on the results of teacher responses obtained practicality value with  $\bar{x} = 3.89$  with good criteria. This shows that TEFL learning material can be declared practical. Based on this it can be said thatTEFL learning materials based on the constructivist teaching and learning are usedas one of the teaching materials for English Learning Subjects in TBI Study Program at IAIN Bone.

#### c. Analysis of the Effectiveness of TEFL Learning Materials

After being said to be valid by expert lecturers, the product developed was then trialed to 30 TBI IAIN Bone students. The effectiveness of the learning modules developed can be seen from the percentage of students' mastery learning. The completeness of student learning comes from the achievement test scores conducted by researchers at the evaluation stage. Based on the table above the average value of students' mastery learning are 77. It shows that learning by using TEFL learning material module based on constructivist teaching and learning has fulfilled the effectiveness aspect. Based on the analysis, the results of student achievement tests can be concluded that learning using TEFL learning material modules based on constructivist teaching and learning is effectively used as one of the teaching materials for English Learning Courses in Study Program of TBI IAIN Bone.

## 4. Conclusion

The Teaching English as A Foreign Language based on constructivist teaching and learning is applicable for teacher of TBI study program. It is prove by the resultsof teacher responses obtained practicality value with  $\bar{x} = 3.89$  with good criteria.

The results of the analysis of Teacher responses to the modules that have been used show a good category with a score of  $\bar{x} = 3.89$  from  $\bar{x} \text{ max} = 5.00$ . Based on this the TEFL learning module does not need to be revised. Thus, it can be stated that the TEFL learning material based on constructivist teaching and learning and learning has practical value and can be used in English learning courses at TBI Study Program IAIN Bone.

The results of the analysis of student achievement tests, the average obtained by students' achievement ability was 77. Based on the qualification guidelines for students' ability scores, the average scores are classified good and meet the KKM. Thus the TEFL learning material based on the constructivist teaching and learning is considered effective for increasing student's achievement at the TBI Study program at IAIN Bone.

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