CHAPTER I

INTRODUCTION

A. Background of the Problem

Most of the teachers use module as teaching material. Module as teaching material is created by teachers before they come to teaching and learning process in the classroom. Module is a teaching materials consisting behavioral objectives, a sequence of learning activities and provisions for evaluation. It is necessary to use module in teaching process because it can help teachers to support teaching process in order become effective. The use of module which is suitable with the student interest and needs will make the learning and teaching process interesting. In addition student will enjoy the leaning process.

Module is created by the teacher and it is independent learning sequence. Richards describes that an instructional block is a self-contained learning sequence that has its own goals and objectives and that also reflects the overall objectives for the course. Instructional blocks represent the instructional focus of the course and may be very specific (e.g., a single lesson) or more general (e.g., a unit of work consisting of several lessons).[1] It means that module is used for course and independent learning with objective and goals.

[1]Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p165

There are some purposes of using module during teaching and leearning process. Based on National Department of Education the purposes of the module are; first, provide the teaching material matching with curriculum and students need. Second, to help the student in obtaining materials alternative teach beside textbooks. Third, easy to teacher in executing study.[2] It means that module has the important role in teaching and lerning process.

Moreover, there are several reasons of the use of module courses in learning English according to Ricardds and Jack C[3]. The first is to help students recognize, understand and enjoy a wide variety of text types in English. The second is to assist the non-native speaker of English studying in the medium of English to comprehend more fully material may be required to read. The third is to guide students to the acquisition of strategies of reading in English which they can put to use in following their specialist studies.

A module in learning English consists of the materials to be learned by the students. In developing an appropriate module to the students, the materials should be developed based on local criteria. The teacher should use various sources in teaching English to students, beside textbooks and students worksheet. Thus, before the teacher

[2] Surapranata,Sumarna, 2015, *Pedoman Penyusunan Modul Diklat Pengembangan Keprofesian Berkelanjutan bagi Guru dan Tenaga Kependidikan*, Kemendikbud.

[3] Richards, Jack C, Curriculum Development in Language Teaching, (Cambridge University Press, 2001), P.166

make a teaching material such as module, the teacher must be attend principle of a module the criteria of good module.

The module is a kind of coursebook. Ur gives the criteria to assess a coursebook to make it is relevant with the teaching situation to the students. There are 19 critereria of a good module. Theses criteria is divided from objective of module,the format and presentation and evaluation. [4]If all the criteria is available in a module, it can be said that is a good module.

Based on the prelimenary observation by researcher on March 2017 in SMAN.1 KAPUR IX. The researcher found that, the teacher used a module in teaching and learning process. The module is entitled *"Modul Bahasa Inggris kelas XII semester 1"* by Dermawati,S.Pd and apply in the first semester at 12th Science. The researcher found some problems which the researcher assumed needs to be considered by the teachers.

One of criteria of good module is good pronunciation and practice. Besides, there was no pronounciation explanation and practice in the module. It means that the criteria of good module in term pronounciation explanation and practice is not fullfilled.

Second, the module should has clear attractive layout. The content should attract the learner to do teach activity in the module such as

[4] Ur, Penny, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 2009). p193

picture, animation, icon and etc. For example: in expressing, the activity is completed with picture to attract the learner. Beside, in the module the picture only found in their two in chapter one, one in chapter two, and no picture in chapter three.

Third, periodic review, in chapter the module should have a review for each topic for example in the chapter contain, expressing, text, grammar focus, writing and etc. There is an evaluation of these topic at the end of the chapter. In the other hand, in he module periodic review only in chapter one, there is no review of the topic in the chapter two and the chapter three is no review of each chapter too.

So, according to the facts above, the researcher need to investigate deeply through a conducting a research by the title **"Evaluation of English Teaching Module by the teacher at the 12th grade of SMAN.1 KAPUR IX in academic year 2017."**

B. Identification of Problems

There are some problems that found by researcher:

1. There are no pronounciation explanation and practice
2. There was no clear explanation of four skill and the component in the module
3. There is no various topics and tasks, so as to provide for different learner levels.

C. Limitation of the problem

Based on the identification of the problem above, the researcher limited the problems to the degree of English Module created by the teacher of SMAN.1 KAPUR IX meet the criteria of a good module. Thus, the researcer focused on evaluating of English module based on criteria of good module.

D. Formulation of the Problem

Based on limitation of the problem above, the researcher formulated the problem in the following research questions: To what degree does English Module created by the teacher of SMAN.1 KAPUR IX meet the criteria of a good module?

E. Purpose of The Research

The research present purpose of the research, to determine the degree of English Module created by the teacher of SMAN.1 KAPUR IX is suitable with the criteria of a good module.

F. Significant of the Research

The significance of the researcher can be used by many people, such as:

1. Researcher, this research is requirment to obtain strat S1 degree in English education section.
2. English Teachers, this research hopefully can give new information about the strenghts and weakness of design English teaching materials. Also, it can be references while the teachers construct of the designing English teaching materials.

3. Next researchers who will research the anallysis the dsigning teaching materials, and supposed the result of this research can be supporting sources for the next researcher.

G. Definition of Keys Term

The key term used in the research are defined as follow:

1. Module is a kind of coursebook. Module is a packet teaching materials consisting behavioral objectives, a sequence of learning activities and provisions for evaluation.
2. Evaluaion is systematic assesment of the worth or merit of some objcet or systematic acquistion and assessment of information to provide useful feedback about some object.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Module

a. Definition of the Module

Module is an instructional block created by the teacher and it is independent learning sequence. Richards describes that an instructional block is a self-contained learning sequence that has its own goals and objectives and that also reflects the overall objectives for the course. Instructional blocks represent the instructional focus of the course and may be very specific (e.g., a single lesson) or more general (e.g., a unit of work consisting of several lessons).[5] It means that, the purpose of this module is to help the learner develop the communication skills.

Module is necessary in teaching process because module can help teacher to support teaching process in order become effective. There are many guides should provide students with[6]; An outline of the assessment tasks and examination for the module, including the learning outcomes addresed by the different components of assessment. The relative weighting of the assessment components and whether students need to achieve a pass mark in each component or only the overall module mark.

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[5]Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p165

[6]Sue Bloxham and Pete Boyd, *Developing Effective Assessment in Higher Education.* Printed in Poland by OZ Graf.S.A. 2007. P.50

How the module grade contribution to overall degree classification or peogression requirements.

In conclude module is a teaching material that is use indenpendently contain whit objective material, mothode and evaluation systematically, interesting, and detailed and then modules are key to the concepts that they are intended to teach. The some the module guide will refer to further detail provided in the programme classroom because the module is an important feature of good practice and welcome by the students. Furthemore, the module can be appropriate with students needed, it will build the effective teaching between teacher and students because students will be more believe to the teacher. And also it will give more benefits to the students, one of it is students can study independently, so it can grow and improve students motivation.

b. The Purpose of the Module

The teacher should know the purpose and benefit of teaching material especially module. Irnin Agustina said the purpose of the module are[7] :

a) Self confidence

b) To change the function of teacher

c) As evaluation

[7] Irnin Agustina, *Bahan Ajar MODUL*. Https:// www.google.co.id/search?client=ucweb-mini

d) As reference to student

While based on Department education National the purpose of the module is[8]:

a) Provide the teaaching material matching with curriculum and student need.
b) To help the student in obtaining materials alternative teach beside textbooks**.**
c) Easy to teacher in executing study

In conclution is the purpose module is to help the teacher and the students to obtaining material or as references in learning process as material in teaching process and as teacher guiedance.

c. The element of module

The are some elements of module. Based on Department Education National the elements of the module are:

a) Title : The module should have the title
b) Teacher guide and students guide: There is teacher guide and students guide in the module
c) Competence: there is standard competence from the syllabus
d) Content: there is contents of the subject in the module
e) Information: there is the information of the module , the purpose, and the target
f) Exercise: There is exercise of each chapter in the module

[8] DEPDIKNAS Tutor, 2015, *Tentang Pedoman Penyusunan Modul Diklat Pengembangan Keprofesian Berkelanjutan Bagi Guru dan Tenaga Pendidikan*.

g) Work sheet: There is work sheet for the students.

h) Evaluation : There is evaluation each chapter at the end of module

i) Feedback **:** There is feedback from the teacher for the students

Beside based on Vembriato in Bahan Modulr by Irnin modul into:[9]

a) Objective of study explicitly and specific; student guide, teacher guide.

b) Teacher guide; guidence for eficien teacher and search process with the module, time, kind activities, source and tool, procedure evaluator, and kind of evaluator.

c) Activity sheet for students; material, activities for achieve the target competence.

d) Activity sheet for students; question, problem, worksheet for answer the question and problem.

e) Key answer sheet, as evaluation, self-ability check see the mistake and feedback.

f) Evaluation sheet as evaluation that is done by teacher to the students, the answer only hold by the teacher

g) Key evaluation sheet as key answer for teacher.

[9] Irnin Agustina, *Bahan Ajar MODUL*. Https:// www.google.co.id/search?client=ucweb-mini

It conclude that all of element of module is necessery. The objective of module, teacher guide, students guide and evaluator should be available in the module.

d. Teaching Material in a Module

Inside a module there is material which that important in teacingmodule and they are related to each other. Materials may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.[10] So, material is important component in teaching material especially module.

Materials can be defined as the text to be learned in language learning. Mishan argues that material is the combination of the text and the language learning tasks based on it.[11]It means thatmaterial is content in the module.

The other opinion of the experts about the module is Brown who, admits that materials can be defined as any systematic description of the techniques and exercises to be used in classroom teaching.[12]so, material must be structure systematic to explained.

While Tomlinson states that materials is ideally these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom

[10]Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p251

[11]Mishan, Freda,*Designing Authenticity into Language Learning Materials*, (Portland: Intellect Books Ltd, 2005), p13

[12]Brown, James Dean, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston: Heinle & Heinle Publishers, 1995), p139

materials.[13] The first, a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. It mean that material is principle, procedure and designing to evaluation English teaching material. The second, as an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. It means that to involve the production and evaluation to teaching material in the classroom.

According to the sugesstion experts above in the conclution is teaching material is content in the module and important component. The material must be structure systematic to explained material is principle, procedure, designing to evaluation and to involve to teaching material in classroom.

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. There are some principles of materials for the teaching of languages according to Tomlinson. They are as the following:[14]

a) Materials should achieve impact.

b) Materials should help learners to feel at ease.

c) Materials should help the learners to develop confidence.

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[13]Brian Tomlinsom, *Developing Materials for Language Teaching,* YTH Ltd, London.first published 2003, reprinted 2005.P.1

[14]Tomlinson, Brian, *Developing Materials for Language Teaching,* (New York: Cromwell Press, 2005), p21

d) What is being taught should be perceived by learners as relevant and useful.
e) Materials should require and facilitate learner self-investment.
f) Learners must be ready to acquire the points being taught.
g) Materials should expose the learners to language in authentic use.
h) The learners' attention should be drawn to linguistic features of the input.
i) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
j) Materials should take into account that the possitive effects of instruction are usually delayed.
k) Materials should take into account that learners differ in learning styles.
l) Materials should take into account that learners differ in affective attitudes.
m) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
n) Materials should provide opportunities for outcome feedback

While Richards states, the role of materials in language teaching are as:[15]

a) A resource for presentation materials (spoken and written).

b) A source of activities for learner practice and communicative Interaction.

c) A reference source for learners on grammar, vocabulary, pronunciation and so on.

d) A source of stimulation and ideas for classroom activities.

e) A syllabus (where they reflect learning objectives that have already been determined).

f) A support for less experienced teachers who have yet to gain in confidence.

g) A source of language.

h) A learning support.

i) For motivation and stimulation.

j) For reference

As undertaking it involves the production, evaluation and adaptation of language teaching materials by the teacher for their own classrooms

[15]Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: University Press, 2001), p251

and by materials writers for sale or distrubution. Hutchinson state materials is as below[16]:

a) Materials provide a stimulus to learning good materials do not teach. They encourage learners to learn. Good materials will contain: interesting texts, enjoyable activities which engage the learner's thinking capacities, oppurtunities for learners to use their exixting knowledge and skills, content which both learner and teacher can cope with.

b) Materials help to organize the teaching-learning process, by providing a path throurgh the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximaze the chances of learning. The materials model must be clear and sydtematic, but flexible enough to allow foe creativity and variety.

c) Materials embody a view of the nature of language and learning. Materials should reflect the learning process and what language learning consists of.

d) Materials reflect the nature of the learning task. Materials should try to create a balanced outlook which both reflects the complexity of the task and makes it appear manageable.

e) Materials can have a very useful function in broadening the basis of teacher training, by intriducing teachers to new techniques.

[16]Hutchinson, and Waters, *English for Specific Purpose: A Learning-Centered Approach*.cambridge University press 1991.P.106-108

f) Materials provide models of correct and appropriate language use.

From the state above the material is the materials module consists of to be learned by the students. In developing an appropriate module to the students, the materials should be developed based on local criteria. So, in teaching material the material is an componet that exists in the module and related to each other.

e. The Criterion of Good Module

Module is a packet teaching materials consisting behavioral objectives, a sequence of learning activities and provisions for evaluation. According to Richards, the reasons in organizing a course into block or module are to make the course more teachable and learnable, to provide a progression in level of difficulty and to create overall coherence and structure for the course.[17]

Moreover, there are several reasons of the use of reading module courses in learning English according to Bloor state Curriculum Development in Language teaching , the first is to help students recognize, understand and enjoy a wide variety of text types in English. The second is to assist the non-native speaker of English studying in the medium of English to comprehend more fully material may be required to read. The

[17]Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p165

third is to guide students to the acquisition of strategies of reading in English which they can put to use in following their specialist studies.[18]

Forthemore, Ur gives the criteria to assess a coursebook to make it is relevant with the teaching situation to the students. They are as below:[19]

a) Objectives are explicitly laid out in an introduction, and implemented in the material. The objective of study is put at the beginning of material in the introduction. In addition, the objective is implemented in material and the result will be seen in teaching and learning of study.

b) Approach is educationally and socially acceptable to target community. The approach to teach the material is related to the education and the social and will be acceptable in the community.

c) Clear attractive layout; print is easy to read. The structure of print out and layout is easy to understand and easy to read.

d) Appropriate visual materials are available**.** The visual material such as picture should be suitable with the material.

e) Interesting topics and task. In a module there must be variety of topics and task in four skills. In a topic, such as narrative text, there must be picture, animation and other.

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[18] Richards, Jack C, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p170

[19] Ur, Penny, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 2009). p193

f) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc**.** The topics in the module should base on the students interest, the task should provide the students learning style.

g) Clear instructions**.** In the module the exercise must be clearer instruction. The ambiguous instruction will lead to misunderstanding.

h) Systematic coverage of syllabus**.** The module should coverage the syllabus systematically.

i) Content is clearly organized and graded. The content of material is arranged and graded based on level of difficulty.

j) Periodic review and test sections**.** There must be some test to review the students understanding in each topic periodically.

k) Plenty of authentic language**.** The language in the module should base on the teacher authentic language.

l) Good pronunciation explanation and practice**.** The pronunciation of explanation and practice of vocabularies should relate to four skills.

m) Good vocabulary explanation and practice**.** The vocabulary explanation and practice of vocabularies should relate to four skills.

n) Good grammar presentation and practice**.** The grammar presentation and practice of grammar. That related to four skills.

o) Fluency practice in all four skills**.** The must be much practice of four skill. The skill must be related each other.

p) Encourages learners to develop own learning strategies and to become independent in their learning. The module should encourage the students to develop their own learning strategies and by the module the student can be independents learning.

q) Adequate guidance for the teacher; not too heavy preparation load**.** It can help the teacher in teaching process without heavy preparation load.

r) Audio cassettes**.** There must be audio as listening practice

s) Readily available locally**.** The module should available locally.

In developing module as one of course books, there are some criteria to be meet. Nation and Macalister admit that the criteria of evaluating module to be developed are according[20]:

Table 2.1:
A Suggested List of Features to Choose from when Evaluating a Course Book

A Suggested List of Features to Choose from when Evaluating a Course Book	
Goals, content and sequencing	a. The ideas in the course should help learning in the classroom. b. The ideas in the course should suit the age of the learners and should interest them. c. The content should take account of what learners expect to see in an English course. d. The se quencing of the content should allow for some learners being absent for some classes. e. The language in the course should be

[20] Nationand Macalister, *Language Curriculum Design*, (New York: Routledge, 2010), p163

	able to be model and comprehended by the teacher. f. The number of lessons in the course should suit the school term or year. g. The ideas in the course should increase the acceptability and usefulness of the course outside the classroom. h. The content should suit the proficiency level of the learners. i. The content should take account of what learners want. j. The content should be what learners need.
Format and presentation	a. The layout of the content should attract the learners. b. The learners should have the skills to do the activities. c. The activities could be used for self-study. d. The activities should take account of whether the learners share the same first language. e. The activities should be suitable for a range of levels of proficiency in a class. f. The activities should suit the size of the class. g. The activities should fit the learning styles of the learners. h. The activities should be able to be presented and managed by the teacher [e.g. the teacher should be able to organise group work]. i. The course book should be easy to carry. j. The material in the course or the course book should not be too expensive. k. The amount of material in a lesson should suit the length of a class. l. The activities should suit the physical features of the classroom [e.g. move desks for group work; sound proof for oral work]. m. The learners should be able to successfully complete the activities. n. The activities should take account of what the learners expect to do in a language-learning course. o. The kinds of activities should be useful to the learners in their future use or future learning of the language [e.g. knowing how to rank; knowing how to negotiate].
Monitoring and assessment	a. The course should show the learners that they are learning to do what they want to do.

In conclution , in a module, there must be basic principle preparation and including the criteria of a good module, also how the teacher evaluate the teaching material. In this research, the researcher will use the criteria of a good module by Ur Penny because the criteria are easy to understand and more complete.

f. The Factor to Consider When Designing module

In designing module in teacing English as teaching material, the teacher should concern on the several criterias, According to Nunan in his book *Planning and Assessing Learning* These criterias of design teaching materials is mentioned as follows:

1. Syllabus

The single most important instrument of structure in course is the syllabus, which online the goals and objectives of a course, prerequisites, the grading or evaluation scheme, materials to be (textbook, software), topics to be covered, a schedule and bibliography. Jonshon states give a rationale for this kind of syllabus by analogy with a construction plan : .... arguments as to the relative merits of notional, situational, or topic based syllabuses,etc.[21] Are no more sensible than arguments as to whatver the spesifications in a construction contract should cover the foundations, or the steel framework or the concrete or the glass or the interior design etc.

[21]David Nunad, *Planning and Assesing Learning, Course design*. P.345

The obvious answer is that all of these must be covered.[22] It means that the teacher if want make a materials refers to syllabus bacuse the syllabus is the based context to make a design the materials.

2. Lesson plan

A lesson plan is a teahear detailed of the course of instruction for one class. A daily lesson plan is developed by ateacher to guide class instruction. H.Dougles Brown state format a lesson plan, for example is:

a) Goal (s). You should be able to identify on overall purpose or goal that you will attempt to accomlish by the end of the class period. This goals may be quite generalized but it serves as a unifying theme for you.

b) Objectives. It is very important to state exlicity what you students to gain from the lesson.

c) Materials and equipment. It may seem a trival matter to list materials needed, but good planning includes knowing what you need to take with you or arrange to hane in your classroom.

d) Procedures. At this point lesson, lesson clearly have tremendous

[22]David Nunand, *Planning and Assesing Learning*, Course design.P.345

variation. But, as a very general set of guidlines for planning, you might think in terms of making sure your plan includes.

e) Evaluation. Evaluation is assesment formal or informal, that you make after studens have sufficient oppurtunities for learning, and without this component you have no means for assesing the succes of your students or making adjustments in your lesson plan for the next day.

f) Extra-class work. Sometimes misnamed "homework"(students don't necessarily do extra-class work only at home).[23] Wiggins and Mctighe give an illustratioin of this process with an example of a typicall forward design leson plan:[24] the teacher choses a topic for a lesson, the teacher select a resource, the teacher chosess instructional methods based based on the resource and the topic, the teacher chooses essay questions to assess student understanding of the topic.

Any consideration of syllabus or materials design must begin with a nedd analysis. So, syllabus and lesson plan are related to ech other then that is component or references will be design of teaching materials. In conclude is all above that is the influence factor to teaching materials.

g. The Guidelines For Designing Effective English Teaching Module

[23]H.Douglas Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy*, Second edition 2001,publishing Allen Ascher, P.149-152

[24]Richards Jack, *Materials Design In Language Teacher In Education*, P.102

The teacher must be know about the guidelines effective English teaching materials such as:

a) English language teaching materials should be contextualised. Firstly, the materials should be contextualised to the curriculum they are intended to address. It is essential during design stages that the objectives of the curriculum, syllabus or scheme whitin the designer's institution are kept to the fore. This is no to suggest that materials design should be soley determined by a list of course spesifications or by large inventories of vocabulary that need to be imparted, but these are certainly among the intial considerations.

b) Materials shold stimulate interaction and be generative in terms of language. Based on Hall in guidliness for designing effective English language teaching materials he said that "most people who learn to communicate fluently in a language which is not LI do so by spending a lot of time in situations where they have to use the language for some real communicative purpose".[25] Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom. English language teaching materials should encourage learners to develop learning skills and strategies.

[25] Jocelyn Howard, Jae Major, Guidlines *for Designing Effective English Language Teaching Materials*,(online). http//www.researchngate.net/publication/23/4bbb8.com.P.105. retrevied on 05 may 2017.

c) English language teaching materials should allow for a focus on Form as well as function. Frequently, the initial motivation for designing materials stems from practitioners' desires to make activities more communicative-often as "an antidote to the profusion of skills-based activities and artificial language use pervasive in the field of ESL instruction.

d) English language teaching materials should offer oppurtunities for Integrated language use, language teaching materials can tend to focus pon one particular skill in a somewhat unnatural manner. Some courses have a major focus on productive skills, and in these reading and listening become second-rate skills.

e) English language teaching materials should be authentic. Much Space has been devoted in language teaching literature to debating the desirability (and otherwise) of using authentic materials in language teaching classroom and, indeed, to defining exactly what constitutes genuine versus simulated texts.

f) English language teaching materials should link to each other to Develop a progression of skills, understanding and language items. One potential pitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual tasks. There is is a very real danger with self-designed and adapted materials that the result can be a hotchpotch of unconnected activities.

g) English language teaching materials should be attractive. Criteria For evaluating english language teaching materials and course books frequently include reference to the ‘look’ and the ‘feel’ of the product.

h) English language teaching materials should have appripriate instructions. The guidline applies as much to the instruction that are provided for other teachers who may use the materials, as it does for the intended learners.

i) English language teaching materials should be flexible. This final guidline is directed primarily at longer series of materials rather than at one off tasks, but has pertinence to both.

In conclude is teacher must weigh up the benefits and costs of designing their own teaching materials and make their own decision as to wheter it is worth the time and effort.

B. Review of Related Studies

The first is from Ramat, et.al with the title “Using English Instructional Module by B-SLIM Model to Promote English Reading Comprehension of High School Students”. The research findings indicated that the English Instructional Module by B-SLIM Model for high school students have the efficient at 84.82/80.98 and the learning achievement after applying the English Instructional Module by B-SLIM Model was

increased significantly at .05 level. The level of students' satisfaction of high school students was at a very high.[26]

The second in conducted by Abdurrahman Ali M. Alamri (2008). The title of the research is An Evaluation of the Sixth Grade English language textbook for Saudi Boys' schools. The problem of this research is content of English textbook have a significant with the learning of student it and it must no contains error. Based on the problems, he conducted in order to evaluate the quality of the sixth grade English textbook for Saudi Arab boys' school. The research concluded with recommendations and suggestions for improvement of the textbook.[27]

In this research, the researcher would focus on to determine the English module created by the teacher suitable with criterion of good module. The similarly is the researcher also evaluate a book.

[26]Ramat,et.al, *Using English Instructional Module by B-SLIM Model to Promote English Reading Comprehension of High School Students*,(Suratthani: Suratthani Teacher College, 2016)

[27] Abdurrahman Ali, *An Evaluation of Sixth Grade English Language Textbooks for Saudi Boys School* ,(Suratthani: Suratthani Teacher College, 2016)

CHAPTER III

RESEARCH METHOD

A. Design of the Reasearch

The design of this research is a descriptive quantitative approach. Descriptive research is the process of gathering the data to answer research questions. Sukardi stated that the major purpose of descriptive research is to describe the facts and characteristics object and subject of the research systematically.[28] Based on definition above, researcher determines to use descriptive research because this research describes the degree of the modul which was used by the twelveth teacher in SMAN 1 KAPUR IX.

Moreover, quantitative research is a research which is the data are presented in the numeral and analyzed in statistic. According to Arikunto, a quantitative research is a process to get knowledge or information by using numeral data as a tool to get what information which is intended to be known.[29]Thus, the descriptive quantitative is obtrusive and controlled, objective, generals, outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher.[30] It means that, the research evalute the degree of the modul which was used by the teacher in SMAN 1 KAPUR IX.

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[28] Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2014), p. 157

[29]Margono, *MetodologyPenelitianPendidikan, Kompone,* (Jakarta: Rineka Cipta,2007),p.105

[30]David Nunan, *Research Method in Language Learning*, (New York: Cambrige University, 1992), p. 3

B. Object of the Research

The object of the research was the module which was used by the teacher of SMAN 1 KAPUR IX. Researcher evaluate the degree of the module which was created by the English teacher of twelveth grade class in SMAN 1 KAPUR IX.

C. Instrumentation

The instrumentation that was used by the reseacher in this research was the checklist. In conducting this research, the research used the table of the criteria of good module. The designed checklist took elements from the criteria of good module. Researcher asked English teacher and the lecturer to read observation sheet of the evaluation of module and evaluate them by giving checklist on the observation sheet.

D. Technique of the Data Collection

Before conducting the research, the researcher first informed about theresearch to the English teacher and received the required permission to conduct the research. The researcher was analyzed module to know the degree of the module which was used by the English teacher of SMAN 1 KAPUR IX suitable with criteria of good module.

E. Technique of the Data Analysis

The researcher analyzed the data of instrument to get the research result after the data were collected from the teacher was a modul. Arikunto explained that the data analysis is meant by processing data obtained by using formulas

or rules that are applicable to research or design approach taken.[31] In this research, the researcher wanted to know the degree of the module used by the teacher in SMAN 1 KAPUR IX. The steps to analyzed the data as follows:

1. Researcher askedthe teacher which teaching material was used by the English teacher in SMAN 1 KAPUR IX.
2. Researcher, Anessy Yarma Putri, M.Pd, Delfi Asrita, S.Pd and Putri Helmina S.Pdgivethe scoring for the module based on criterion of good module. There are 5 level scoring in applying the criterion of the module. Researcher gives 5 point for the very good, very suitable, very clearly, very interesting, and very systematic. Score 4 point for good, suitable, clear, interesting, and systematic. score 3 point for good enough, suitable enough, clearly enough, interesting enough, and systematic enough. score 2 point for low, less suitable, less clearly, less interesting, and less systematic. score 1 point for bad, not suitable, not clearly, not interesting and not systematic in that module.
3. Researcher found out the average of good module based on Arikunto[32]:

Figure 3.1 : The formula of average

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$	= Means
Σx	= The Sum of the score
n	=Number of class

[31]Arikunto, suharsimi.*ProsedurPenelitian: SuatuPendekatan Praktek*, (Jakarta:PT Asdi Mahasatya, 2002) , P.190

[32]Arikunto, suharsimi.*ProsedurPenelitian: SuatuPendekatan Praktek*, (Jakarta:PT Asdi Mahasatya, 2002) , P.236

4. Researcher collects the total average of the score from each chapter.
5. Researcher determines the mean of the score by using the formula was proposed by Anas Sujiono[33]:

Figure 3.2 : The formula of average

$$Mx = \frac{X1 + X2 + X3 + X4 + X5}{N}$$

MX = Average N= Total Amount X1= Score item 1 X2= Score item 2

X3=Score item 3 X4=Score item 4 X5= Score item 5

6. Researcher classifies the module's degree by the Danang Sunyoto idea as below[34]:

Table 3.1 : The scala scro number of indication

Scala score	Categorizes
4,10 – 5,00	Very good
3,10 – 4,00	Good
2,10 – 3,00	Fair
1,10 – 2,00	Bad
0,10 – 1,00	Poor

7. Furthemore the researcher looked for the ICC (intra class coefficient) of each product by using SPSS20 software by agreement. Criteria of ICC ware adopted from Riduan as seen in the following table[35] :

No	Range	Category
1	0.81 – 1.00	Very high
2	0.61 – 0.80	High
3	0.41 – 0.60	Enough
4	0.21 – 0.40	Low
5	0 – 0.20	Very low

[33] Anas sujiono...P.80
[34]Danang Sunyoto, 2003, *Teori,Kuesioner dan Analisis Data*. P.152
[35]Riduwan, 2012,*Skala Pengukuran Variabel-Variabel Penelitian*, Bandung: Alfabeta

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter reveals the finding and analysis of collected data through documentation to answer research question: (1) what degree English module created by the teacher of SMAN 1 KAPUR IX meet with the criteria of a good module does.

1. Description of the Data

The data of this research were collected from an English Module entitled "*Modul Bahasa Inggris kelas XII semester 1".* It is an English module designed for XII grade of senior high school. This book is printed 48 pages. These pages consist of the cover, content. There are three chapters in this module on each chapter the module presents some activities and project of students. This module is published and created by Dermawati S.Pd

To collect data, form analysis was designed to analyze how English module fulfills 19 indicators that is developed into 26 indicators criteria of a good module. The researcher focused on evaluation and rating the average of the each indicator. Furthermore, the researcher categorizes the data by giving the average of indicator for criteria of a good module. Finally, the

interpretation was made based on by giving average obtained by each indicator.

Before the researcher analyze the data the researcher give a intra class correlation coefficient, as shown on the following table:

Tabel 4.1 intraclass correlation coefficient

Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,173[a]	,002	,404	1,836	25	75	,023
Average Measures	,455[c]	,009	,731	1,836	25	75	,023

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Based on ICC in the table 4.1, it can be concluded that single measurement ICC of module by evaluating responses was at very low categorize and average measurement was low categorized. So, ICC is realible based on in table by using SPSS.

2. Analysis of the data

After done an analysis of the textbook entitled "*Modul Bahasa Inggris kelas XII semester 1"*. The researcher summed up the range of average of textbook toward the 19 indicators that is developed into 26 indicators as shown on the following table:

Table 4.1: The average of criteria of a good module

No	Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized

1	Objectives are explicitly laid out in an introduction, and implemented in the material	3	3	3	3	**12**	3	Fair
2	Approach educationally and socially acceptable to target community	4	4	2	2	**12**	3	Fair
3	Clear attractive layout	3	4	2	2	**11**	2,75	Fair
4	Print is easy to read	3	3	2	2	**10**	2,5	Fair
5	Appropriate visual materials are available	3	4	3	3	**13**	3,25	Good
6	Interesting topic	3	4	3	3	**13**	3,25	Good
7	Interesting task	3	4	2	3	**12**	3	Fair
8	Varied topics, so as to provide for different learner levels, learning styles, interested, ect	4	4	3	3	**14**	3,5	Good
9	Varied tasks, so as to provide for different learner levels, learning styles, interested, ect	4	4	4	3	**15**	3,75	Good
10	Clear instruction	4	3	1	4	**12**	3	Fair
11	Systematic covarage of syllabus	4	3	2	2	**11**	2,75	Fair
12	Content is clearly organized and graded	4	2	2	2	**10**	2,5	Fair
13	Periodic review	4	3	4	2	**13**	3,25	Good
14	Periodic test section	4	3	4	4	**15**	3,75	Good
15	Plenty of authentic language	4	3	4	4	**15**	3,75	Good
16	Good pronounciation explanation	2	3	1	1	**7**	1,75	Bad
17	Good pronounciation practice	2	4	1	1	**8**	2	Bad
18	Good vocabulary explanation and practice	2	4	3	3	**12**	3	Fair
19	Good vocabulary explanation and practice	2	4	3	3	**12**	3	Fair
20	Good grammar presentation and practice	3	4	2	2	**11**	2,75	Fair
21	Good grammar presentation and practice	3	4	2	2	**11**	2,75	Fair
22	Fluency practice in all four skills	4	3	3	3	**13**	3,25	Good
23	Encourages learners to develop own learning strategies and to	4	3	3	3	**13**	3,25	Good

	become independent in their learning							
24	Adequate guidance for the teacher; not to heavy preparation load	4	3	2	2	**11**	2,75	Fair
25	Audio cassettess	4	4		2	**12**	3	Fair
26	Readily available locally	3	3	3	3	**12**	3	Fair
	TOTAL						**3**	**Fair**

Table 4.1 shows that an English modul entitle " *Modul Bahasa Inggris kelas XII semester 1"* gained average 3 toward the criteria of a good module. Finally, the module was categorized as good.

Next, the researcher will describe the average of each criteria as folows:

a. Objectives are explicitly laid out in an introduction, and implemented in the material

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.2: Objectives are explicitly laid out

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum score	Average	Categorized
Objectives are explicitly laid out in an introduction, and implemented in the material	3	3	3	3	**12**	3	Fair

From the table above, we can see that the result of the finding on the score given by evaluators for the module score is 3 each evaluator. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So,in this criteria the module is categorized into fair.

b. Approach educationally and socially acceptable to target community

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.3: Approach educationally and socially

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Approach educationally and socially acceptable to target community	4	4	2	2	**12**	3	Good

Based on the table above, we can see that the result of the finding on the score given by 2 evaluators for the module score is 4 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So,in this criteria the module is categorized into fair.

c. Clear attractive layout;

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.4: Clear attractive layout

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Clear attractive layout	3	4	2	2	**11**	2,75	Fair

Based on table, it shows the result of the finding score given by evaluators for the module score given by first evaluators for the module score is 3, second evaluator gave 4 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 11, the average gained is 2,75. So, in this criteria the module is categorized into fair.

d. Print is easy to read

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.5: Print easy to read

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Print is easy to read	3	3	2	2	**10**	2,5	Fair

Based on the table above, we can see that the result of the finding on the score given by 2 evaluators for the module score is 3 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 10, the average gained is 2,5. So, in this criter ia the module is categorized into fair.

e. Appropriate visual materials are available

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.6: Appropriate visual material

CRITERIA	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Appropriate visual materials are available	3	4	3	3	**13**	3,25	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 3, second evaluator gave 4 and 2 evaluator gave 3. Furthermore, the sum score given by evaluator is 13, the average gained is 3,25. So, in this criteria the module is categorized into good.

f. Interesting topics

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.7: Interesting topic

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Interesting topic	3	4	3	3	**13**	3,25	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 3, second evaluator gave 4, and 2 evaluator gave 3. Furthermore,

the sum score given by evaluator is 13, the average gained is 3,25. So, in this criteria the module is categorized into good.

g. Interesting tasks

The result of evaluation of the criteria of good module was presented in the table below:

Table 4.8: Interesting task

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Interesting task	3	4	2	3	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 3, second evaluator gave 4, third evaluator gave 3 and fourth evaluator gave 2. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

h. Varied topic, so as to provide for different learner levels, learning styles, interested, and ect

The result of evaluation of the criteria of good module was described in the table below:

Table 4.9: Varied topic

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Varied topics, so as to provide for different learner levels, learning styles, interested, ect	4	4	3	3	**14**	3,5	Good

Based on the table above, we can see that the result of the finding on the score given by 2 evaluators for the module score is 4 and 2 evaluator gave 3. Furthermore, the sum score given by evaluator is 14, the average gained is 3,5. So, in this criteria the module is categorized into good.

i. Varied tasks, so as to provide for different learner levels, learning styles, interested, and ect

The result of evaluation of the criteria of good module was described in the table below:

Table 4.10: Varied tasks

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Varied tasks, so as to provide for different learner levels, learning styles, interested, ect	4	4	4	3	**15**	3,75	Good

Based on the table above, we can see that the result of the finding on the score given by 3 evaluators for the module score is 4 and 1 evaluator gave 3. Furthermore, the sum score given by evaluator is 15, the average gained is 3,75. So, in this criteria the module is categorized into good.

j. Clear instructions

The result of evaluation of the criteria of good module was described in the table below:

Table 4.11: Clear instruction

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Clear instruction	4	3	1	4	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3, third evaluator gave 1 and forth evaluator gave 2. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

k. Systematic coverage of syllabus

The result of evaluation the criteria of good module was described in the table below:

Table 4.12: Sistematic coverage stllabus

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Systematic covarage of syllabus	4	3	2	2	**11**	2,75	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3 and 2 evaluator gave 2. Furthermore,

the sum score given by evaluator is 11, the average gained is 2,75. So, in this criteria the module is categorized into fair.

l. Content is clearly organized and graded

The result of evaluation the criteria of good module was described in the table below:

Table 4.13: Content is clearly organized and graded

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Content is clearly organized and graded	4	2	2	2	**10**	2,5	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4 and 3 evaluator gave 2. Furthermore, the sum score given by evaluator is 10, the average gained is 2,5. So, in this criteria the module is categorized into fair.

m. Periodic review

The result of evaluation the criteria of good module was described in the table below:

Table 4.14: Periodic review

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Periodic review	4	3	4	2	**13**	3,25	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3, third evaluator 4 and fourth evaluator gave 2. Furthermore, the sum score given by evaluator is 13, the average gained is 3,25. So, in this criteria the module is categorized into good.

n. Periodic test sections

The result of evaluation the criteria of good module was described in the table below:

Table 4.15: Periodic section

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Periodic section	4	3	4	4	**15**	3,75	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3 and 2 evaluator gave 4. Furthermore, the sum score given by evaluator is 15, the average gained is 3,75. So, in this criteria the module is categorized into good.

o. Plenty of authentic language.

The result of evaluation the criteria of good module was described in the table below:

Table 4.16: Plenty of authentic language

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized

Plenty of authentic language	4	3	4	4	**15**	3,75	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3 and 2 evaluator gave 4. Furthermore, the sum score given by evaluator is 15, the average gained is 3,75. So, in this criteria the module is categorized into good.

p. Good pronunciation explanation

The result of evaluation the criteria of good module was described in the table below:

Table 4.17: Pronunciation explanation

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good pronounciation explanation	2	3	1	1	**7**	1,75	Bad

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 2, second evaluator gave 3 and 2 evaluator gave 1. Furthermore, the sum score given by evaluator is 7, the average gained is 1,75. So, in this criteria the module is categorized into bad.

q. Good pronunciation practice

The result of evaluation the criteria of good module in was described in the table below:

Table 4.18: Pronunciation practice

CRITERIA	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good pronounciation practice	2	4	1	1	**8**	2	Bad

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 2, second evaluator gave 4 and 2 evaluator gave 1. Furthermore, the sum score given by evaluator is 8, the average gained is 3. So, in this criteria the module is categorized into bad.

r. Good vocabulary explanation

The result of evaluation the criteria of good module was described in the table below:

Table 4.19: Vocabulary explanation

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good vocabulary explanation	2	4	3	3	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 2, second evaluator gave 4 and 2 evaluator gave 3. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

s. Good vocabulary practice

The result of evaluation the criteria of good module was described in the table below:

Table 4.20: Vocabulary practice

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good vocabulary practice	2	4	3	3	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 2, second evaluator gave 4 and 2 evaluator gave 3. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

t. Good grammar presentation

The result of evaluation the criteria of good module was described in the table below:

Table 4.21: Grammar Presentation

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good grammar presentation	3	4	2	2	**11**	2,75	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 3, second evaluator gave 4 and 2 evaluator gave 2. Furthermore,

the sum score given by evaluator is 11, the average gained is 2,75. So, in this criteria the module is categorized into fair.

u. Good grammar practice

The result of evaluation the criteria of good module was described in the table below:

Table 4.22: Grammar practice

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Good grammar practice	3	4	2	2	**11**	2,75	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 3, second evaluator gave 4 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 11, the average gained is 2,75. So, in this criteria the module is categorized into fair.

v. Fluency practice in all four skills

The result of evaluation the criteria of good module was described in the table below:

Table 4.23: Fluency practice in all four skill

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Fluency practice in all four skills	4	3	3	3	**13**	3,25	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4 and 3 evaluator gave 3. Furthermore, the sum score given by evaluator is 13, the average gained is 3,25. So, in this criteria the module is categorized into good.

w. Encourages learners to develop own learning strategies and to become independent in their learning.

The result of evaluation the criteria of good module was described in the table below:

Table 4.24: Encourage learners

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Encourages learners to develop own learning strategies and to become independent in their learning	4	3	3	3	**13**	3,25	Good

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4 and 3 evaluator gave 3. Furthermore, the sum score given by evaluator is 13, the average gained is 3,25. So, in this criteria the module is categorized into good.

x. Adequate guidance for the teacher; not too heavy preparation load

The result of evaluation the criteria of good module was described in the table below:

Table 4.25: Adequate guidance for the teacher

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Adequate guidance for the teacher; not to heavy preparation load	4	3	2	2	**11**	2,75	Fair

Based on the table above, we can see that the result of the finding on the score given by first evaluators for the module score is 4, second evaluator gave 3 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 11, the average gained is 2,75. So, in this criteria the module is categorized into fair.

y. Audio cassettes

The result of evaluation the criteria of good module was described in the table below:

Table 4.26: Audio cassettes

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Audio cassettess	4	4	2	2	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by 2 evaluators for the module score is 4 and 2 evaluator gave 2. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

z. Readily available locally

The result of evaluation the criteria of good module was described in the table below:

Table 4.27: Readily availablr locally

Criteria	Ev 1	Ev 2	Ev 3	Ev 4	Sum	Average	Categorized
Readily available locally	3	3	3	3	**12**	3	Fair

Based on the table above, we can see that the result of the finding on the score given by evaluators for the module score is 3 each evaluator. Furthermore, the sum score given by evaluator is 12, the average gained is 3. So, in this criteria the module is categorized into fair.

B. Discussion

This research was done by giving evaluation on the module to see the degree of the English module meets the criterion of a good module. There are some criteria to asses a module. Ur gives the criteria to assess a course book such as module to make it is relevant with the teaching situation to the students.[36] Ur divided the criteria into 19 criteria. The researcher develops the criteria into 26. In this research there are four evaluators including the researcher to evaluate the module based on the criterion.

[36] Ur, Penny, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 2009). p193

Based on the findings, it shown most of the criteria has been fulfilled for the criterion of good module. But there are some of criteria are not fulfilled. The first criterion is objectives are explicitly laid out in an introduction, and implemented in the material. In first chapter, second, the third, the objective is put in the beginning of the chapter. In module, it describes standard competence and indicator. The material organized based on the standard competence and indicators. In conclusion, in these criteria the module is categorized into good.

The second criterion is approach educationally and socially acceptable to target community. In Goals, content and sequencing of the module the ideas in the course should increase the acceptability and usefulness of the course outside the classroom.[37]The researcher saw that the module is acceptable socially and educationally. In conclusion, in these criteria the module is categorized into good.

The third criterion is clear attractive layout. As stated by Nation and that in Format and presentation of the teaching material is the layout of the content should attract the learners.[38] The module is quite attractive; it is completed with interesting pictures,

[37] Nationand Macalister, *Language Curriculum Design*, (New York: Routledge, 2010), p163

[38] Nationand Macalister, *Language Curriculum Design*, (New York: Routledge, 2010), p163

dialogue, and colorful table but the picture is only found in the first chapter. In the second chapter and third chapter, there is no picture to attract the learner. In conclusion, in these criteria the module is categorized into fair.

The fourth is print is easy to read. The module is easy to read, the printed is good from the first chapter until the third chapter. In conclusion, in these criteria the modulee is categorized into good.

The fifth is appropriate visual materials are available. In the module there is some visual material such as dialogue that with the picture that is suitable with material. Chapter I entitled *"narrative"* , the researcher found some activities in this chapter that appropriate visual materials are available in the module. Chapter II entitled *"Explanation "* In each topic, appropriate visual materials are available in the module. Chapter III entitled *"discussion",* in this chapter the appropriate visual materials are available . In conclusion, in these criteria the modulee is categorized into good.

The sixth is interesting topic. The variety of topic in the module always begins with expressing, texts, grammar focus and functional text. Because it has variety of topic it makes the module become interesting. Chapter I entitled *"narrative"* which is dived into expressing giving suggestion, request, complain, narrative text, advertisement. The researcher found some activities in this

chapter that interesting in the module. Chapter II entitled *"Explanation "* which is divided into expression of possibility and ability to do something, explanation text, passive voice, announcement. In each topic is interesting in the module. Chapter III entitled *"discussion"* which is divided into admitting mistake, blaming someone, accusing someone, making promise, curiosity, discussion text, modals, caution and business letter. In this chapter the interesting topic. In conclusion, in these criteria the modulee is categorized into good.

The seventh is interesting tasks. As related to the topic, this module presents variety interesting of tasks in four skills and the component. Chapter I entitled *"narrative"* which is dived into expressing giving suggestion, request, complain, narrative text, advertisement. Each topic in this module has several task that is divided into skill. There are listening task, reading task and writing task. The researcher found some activities in this chapter that Interesting tasks in the module. Chapter II entitled *"Explanation "* which is divided into expression of possibility and ability to do something, explanation text, passive voice, announcement . In each topic, Interesting tasks in the module. Chapter III entitled *"discussion"* which is divided into admitting mistake, blaming someone, accusing someone, making promise, curiosity, discussion text, modals, caution and business letter. In this chapter there is

Interesting tasks In conclusion, in these criteria the modulee is categorized into good.

The eighth is varied topic. The variety of topic in the module always begins with expressing, texts, grammar focus and functional text in four skills.in each chapter has different expressing, text, grammar focus functional text in for skill. In conclusion, in these criteria the modulee is categorized into good.

The ninth is varied tasks. In the module, the task should provide different learner level, learning styles, interest. The task in the module is varied and there are a lot of task but the task is monotonous.. In conclusion, in these criteria the module is categorized into excellent.

The tenth is clear instructions. In the module, some exercise is not have instruction. English language teaching materials should have appropriate instructions. The guideline applies as much to the instruction that are provided for other teachers who may use the materials, as it does for the intended learners.[39] This ambiguous instruction will lead to misunderstanding, so it needed revision. In conclusion, in these criteria the modulee is categorized into fair.

[39] Jocelyn Howard, Jae Major, Guidlines *for Designing Effective English Language Teaching Materials*,(online). http//www.researchngate.net/publication/23/4bbb8.com.P.105. retrevied on 05 may 2017.

The eleventh is coverage of syllabus. The module is not quiet coverage the syllabus systematically. In conclusion, in these criteria the modulee is categorized into fair.

The twelfth is clearly organized and graded. The material in the module is arranged based on level of difficulty. In conclusion, in these criteria the modulee is categorized into fair.

The thirteen is periodic review. In the module, there are review to the students understanding in each topic. The review in this module in the exercise form. In conclusion, in these criteria the modulee is categorized into good.

The fourth teen is periodic test section. In the modulee, there are test section to the students understanding in each topic. In conclusion, in these criteria the modulee is categorized into fair.

The fifth teen is authentic language. The module is based on teacher authentic language. In conclusion, in these criteria the modulee is categorized into good.

The sixth teen, the English module is good pronunciation explanation. In the module there is no pronunciation explanation. In conclusion, in these criteria the modulee is categorized into bad.

The seventh teen is good pronunciation practice. Since the module do not have pronunciation explanation, so there is no

pronunciation practice. In conclusion, in these criteria the modulee is categorized into bad.

The eight tenth is good vocabulary explanation. In the module there is no vocabulary explanation. But the vocabulary exercise is available. In conclusion, in these criteria the modulee is categorized into fair.

The ninth teen is good vocabulary practice. There are some vocabulary practices in the modulee. The practice of vocabulary is available in exercise and sometime it is combined with listening skill. In conclusion, in these criteria the modulee is categorized into fair.

The twentieth is good grammar presentation. There are some grammar presentations based on reading skill such as text. In conclusion, in these criteria the modulee is categorized into good.

The twenty first is good grammar practice. Related to grammar presentation is followed with some exercise for grammar practice in the module. In conclusion, in these criteria the modulee is categorized into fair.

The twenty second is practice in all four skills. In presenting a module the learners should have the skills to do the activities[40].

[40] Nationand Macalister, *Language Curriculum Design*, (New York: Routledge, 2010), p163

In the module there are practice of four skill, and this practice is related each other. But the practice in four skill is not balance. In the module, the practice is tend to one skill such as reading. The listening, writing and speaking are just complement of reading skills. In conclusion, in these criteria the modulee is categorized into fair.

The twenty third is encourages learners to develop own learning strategies and to become independent in their learning. This module can encourage the students to develop their own learning strategies and by using this module, the student will be independent learner. In conclusion, in these criteria the modulee is categorized into good.

The twenty fourth is adequate guidance for the teacher; not too heavy preparation load. This module can help the teacher in teaching process without heavy preparation. In conclusion, in these criteria the modulee is categorized into fair.

The twenty fifth is audio cassettes. The modulee is completed with audio cassette. In conclusion, in these criteria the module is categorized into good.

The twenty sixth is readily available locally. In conclusion, in these criteria the modulee is categorized into good.

Based on the explanation above there are some of the criteria that fulfill the criteria of a good module. There are several criteria that categorized into very good, good, fair, bad and poor it can be seen that no one a criteria that is categorized into excellent. There are nine criteria that are categorized into good. Furthermore, fifteen criteria are categorized into fair, and only two criteria that are categorized into bad. In conclusion, most of criteria were fulfilled in the module, but it is necessary the modification and revision.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding and discussion, it can be concluded that the module "*Module Bahasa Inggris kelas XII semester 1"* was classified as fair toward the criteria of a good module which could be seen from the range of percentage that were.

As the result of analysis of a English module "*Module Bahasa Inggris kelas XII semester 1"* it can be concluded that there are nine criteria are categorized into good. Furthermore, fifteen criteria are categorized into fair, and only two criteria that are categorized into bad. . In conclusion, most of criteria were fulfilled in the module, but it is necessary the modification and revision of the module.

B. SUGGESTION

As the reference for English teacher, especially teacher who teach twelfth grade of senior high school students *"Modul bahasa inggris kelas IXXsemester 1"* , this module can be used as learning material but it needs little modification as stated below :

1. In module should has clear instruction in each exercise for each skills and the components.

2. The module should make based on syllabus systematically for each chapter.
3. The task in module should made is organized and graded and sequenced by difficulty.
4. There must be evaluation and test section in each chapter.
5. Teacher also should add how to pronounce a difficult word (phonetic transcription) for each activity, so that students obtain good pronunciation when they speak.
6. In presenting for skill it is needed more explanation and the exercise continued.
7. Teacher should add learning material from other references which presented five aspect of multidimensional syllabus, so that students can used English in daily activity based on context and how the language use.