

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It contains of the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

Modules as teaching materials are commonly developed and used by teachers and lecturers at schools and universities or by instructors at training institutions as instructional materials to facilitate learners to learn because they do not have the appropriate materials or to support primary materials. Instructional modules are used by non-formal educational institutions since they can adapt to the needs of the goals and curriculum that the institutions have. The development of instructional materials for the study program aimed to provide relevant issues and training strategies that could boost learners' motivation in the classroom (Asri et al., 2022). Therefore, it is important for educators such as instructors to carefully develop instructional materials such as training modules to attain the course objective.

One of the phenomena found is in a Language Center at a state university in Tasikmalaya which offers courses for several subjects. One of the subjects is the General English course which is attended by a lot of learners from various majors and batches of the university. The instructors of this course have experiences in designing modules by themselves which involved the process of preparation, drafting, and evaluation. In the process of designing the module, they found several challenges. Some strategies were taken as the solutions to overcome the challenges, so that they were still able to finish the module that would be used to assist them in carrying out training processes. To sum up, modules are used by instructors in a Language Center of a state university in Tasikmalaya to facilitate training and learning activities.

A lot of instructors use modules as instructional materials since it provides a lot of benefits. Aulia (2016) explained that the use of modules can clarify the message conveyed, overcome the limitations of time, space, and sensory power, can be used in a variety of ways, and allows learners to measure their own learning outcomes. In addition, the use of modules can also have a positive impact on learners, including improving their ability and affecting their learning motivation (Setiyani et al., 2020). Those benefits could be gained if the instructors use the proper module. One of the things to support training and learning is the appropriate instructional materials (Purwanti & Vania, 2021). Asri et al. (2022) explained that a successful training and learning process is determined by the proper instructional materials. The importance of proper instructional materials makes instructors must have the ability to develop the materials. The obligation of the instructors is not only to teach and deliver the information in the class to the learners, but they also have to be able to design some elements in the training process such as proper materials, method, media, and evaluation. The training process will be more effective, efficient, and does not deviate from the competencies when the instructors have the ability to develop instructional materials (Relvi, 2022). The instructor is necessary to develop efficient instructional materials for optimizing the learning activities for the learners (Chantarasombat & Rooyuenyong, 2020). It could be concluded that the proper module as instructional materials can give benefits to instructors in conducting the training process.

To create a good and proper module as instructional materials, instructors must have a clear guideline regarding to the steps to be done in designing it. Kosassy (2019) explained there are several models for designing instructional modules, those are the Kemp model, the 4-D model (Define, Design, Develop, Disseminate), and *Prosedur Pengembangan Sistem Instruksional* or abbreviated as the PSSI model. Moreover, Bajracharya (2019) also stated there are other instructional design models such as the Hanafin and Peck model, ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, and ASSURE model (analyze learners, state objective, select

instructional methods, media and materials, utilize media and materials, require learner participation, evaluate and revise) model. Somewhile, in the process of designing instructional materials several challenges were experienced by the instructors. Challenges are usually encountered by English instructors in designing instructional materials (Rogova et al., 2020). In summary, the instructor could choose one of the models as a guide in designing an instructional module to be more direct. Despite having clear guidelines, instructors often encounter challenges in carrying out the stages of designing instructional material.

Previous research related to the writers' experiences in designing instructional materials have been carried out by De Pedro and Derasin (2022) which used a phenomenological approach to find out teachers' experiences during the process of designing English self-learning modules for senior high school in the Covid-19 period. The result of this research explained how they chose the teachers to be the module's writers, the process of designing the module which focused on the challenges they faced, and the benefit gets by the module writers. Besides investigating the challenges, this research used exploratory case study to find out writers' experiences in more detail information including stages, and challenges along with the solutions in the process of designing instructional modules used for the General English course which is provided by a Language Center of a university in Tasikmalaya Indonesia.

1.2 Formulation of Problem

Based on the background above, in this study the researcher addresses the following questions "What were writers' experiences related to the stages, challenges along with solutions in the process of designing a General English module at a Language Center of a state university in Tasikmalaya?"

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study, such as:

- 1.3.1 **Instructional Materials** : Instructional materials are any form of tools whether written or verbal sources that are used by instructors of General English courses in a Language Centre at one of the state universities in Tasikmalaya Indonesia to facilitate them in the process of transferring information to the learners.
- 1.3.2 **Module** : Module is a type of instructional materials in written form that is compiled systematically and adapts to curriculum objectives, so that it can help instructors to carry out the training process be more clearly, purposefully, effectively and efficiently to instruct General English classes at a Language Center at one of the state universities in Indonesia.
- 1.3.3 **General English** : General English is an English language learning program provided by a Language Center of a state university in Tasikmalaya, Indonesia which is open for all the university students which aims to train English knowledge and skills such as listening, reading, speaking, and writing on topics that are applicable in the context of daily life and communication.
- 1.3.4 **Writers' Experiences** : Writers' experiences are the module writers' experiences related to the stages, challenges and solutions during the process of designing General English module that would be used to assist them in carrying out General English training at a Language Center of a state university in Tasikmalaya, Indonesia.

1.4 Aim of the Study

This study aims to find out module writers' experiences which include stages, challenges along with the solutions in designing instructional materials of a General English module at the Language Centre of a state university in Tasikmalaya.

1.5 Significances of the Study

- 1.5.1 Theoretical Use : This research will enrich references of the theories on teachers' experiences related to the stages, challenges and solutions in the process of designing the instructional materials of a General English module.
- 1.5.2 Practical Use : Practically, this research provides reference guidelines for English teachers or instructors in designing English modules of teaching or training. Moreover, this research also provides alternative solutions to be applied by module writers to overcome some challenges that may be encountered by writers in designing instructional modules.
- 1.5.3 Empirical Use : This research will foster the researcher's experiences in writing academic and conducting research. Besides, this research also could enrich researcher's empirical insights regarding to the module writers' experiences which include stages, challenges along with solutions in designing a General English module.