CHAPTER 2
LITERATURE REVIEW

This chapter presents brief explanations of some theories that support the study. The theories are related to instructional materials development, instructional module, instructional design models, and General English.

2.1 Instructional Materials Development

Materials are one of the important things in the training process. National Center for Vocational Education Research Ltd/National Center for Competency Based Training explained instructional materials can be defined as any form of material both written and verbal sources used by instructors to assist them in carrying out training activities in the classroom. While, Kosasih (2021) defines instructional materials as something that is used by instructors and learners which consists of materials regarding to the knowledge, skills, and attitudes that learners must achieve. In short, instructional materials are a needed tool in the training process.

Instructional materials become the mandatory components in carrying out the training process. Kosasih (2021) explained instructional materials can fulfill the interests of instructors in delivering material programmatically in accordance with curriculum demands. Moreover, instructional materials also systematically provide basic competencies and materials desired by the curriculum, and help instructors in determining media, methods, and other tools needed to carry out the training process. Kosasih (2021) also explained that there are several functions of instructional materials, including:

1) Accommodate the subject matter of the lesson content taught in accordance with the curriculum,
2) Instructional materials present rich and comprehensive subjects covering all aspects, namely attitudes, knowledge, and skills,
3) Encourage learners to apply the lessons taught,
4) Present clear and systematic learning methods,

5) Present several exercises and evaluations to measure the completeness of learners' learning.

The big role of instructional materials makes instructors have to consider the instructional materials that will be chosen to be used in the training process. There are several types of instructional materials that instructors can use as tools to help the training process, including; printed materials such as textbooks, student's worksheets, pictures, photographs, newspapers, magazines, modules, etc; Audio materials, for example cassettes and compact discs; audiovisual for example video compact disc (Fatimah et al., 2015). From the many forms of instructional materials explained above, instructional materials are categorized into two, namely authentic material and created material. Fatimah et al. (2015) argued that authentic material is any form of resource used in the training and learning process that is made not for pedagogical purposes, while created material is instructional material made to support the training and learning process. Each type of instructional material has advantages and disadvantages, therefore considerations in selecting the appropriate instructional materials need to be carried out so that instructors can conduct the training process optimally.

2.2 Instructional Module

Modules are one of the types of instructional materials. Asri et al. (2022) argued that modules are instructional materials that consist of several units arranged systematically according to curriculum standards and can be used by learners to study independently. Meanwhile, Kosasih (2021) argued that the module is a complete unit, stands alone, and consists of a series of training activities to achieve goals that have previously been clearly formulated. An instructional module at least consists of learning objectives, learning materials, and evaluation (Relvi, 2022). In short, module is a type of instructional material that can be used by instructors to help them create a more efficient training process.

Modules have characteristics that distinguish them from other instructional materials, as explained by Kosasih (2021) the characteristics of the module are as follows:

1. Self-Instructional; The module must contain clear objectives, materials packaged into small and specific units, contextual, using simple and communicative language. Moreover, modules also have to provide; supporting examples and illustrations, practice questions, summary of learning materials, assessment instruments, feedback on assessment, reference information that supports the learning material.

2. Self-Contained; means that all learning materials from one competency unit or sub-competency are contained in one module as a whole, so that the material is delivered completely.

3. Stand Alone; developed modules are independent of other media to study.

4. Adaptive; modules should be able to adapt to the development of science and technology, and be flexible to use. So that the module used could be up to date and the content of the instructional material can be used up to a certain period of time.

5. User Friendly; The use of simple and easy to understand language, also commonly used terms are forms of user friendly. It can help the user easier to respond, and access as desired material.

From the explanation above can be concluded that self-instructional, self-contained, stand alone, adaptive, and user friendly are the characteristics that distinguish modules from other types of instructional materials.

The use of modules can make instructors carry out the training process more effectively and efficiently. The reason is explained by Maarif (2022) the instructional modules are arranged according to the phase or stage of development of the learner, consider what will be learned with learning objectives, and are based on long-term development. Sudjana and Rivai (2013) in Relvi (2022) argued that the purpose of using instructional module is to achieve training goals more effectively, due to by using module learners can participate in training programs that suits to their own pace and ability, they

also can learn more independently, can find out their own learning outcomes, emphasize mastery learning optimally, with a mastery level of 80%. The benefits of using modules in the training process explained by Director of the Ministry of National Education are;

1. Clarifying and making it easier to present the message so that it is not too verbal.

2. Overcoming the limitations of time, space, and sensory power, both learning practitioners and teachers or instructors.

3. Can be used appropriately and variedly, such as for increasing motivation and passion for learning; developing the ability to be directly connected to the environment and other learning resources that enable learner's self-study according to their abilities and interests.

4. Allowing learners to measure or self-evaluate the learning outcomes.

From the statement above, it can be summarized that the use of modules as instructional materials can provide a lot of benefits, including; overcoming existing limitations so that the delivery of material becomes easier and more effective, can increase learners' motivation in the learning process, and makes them be able to evaluate their learning outcomes.
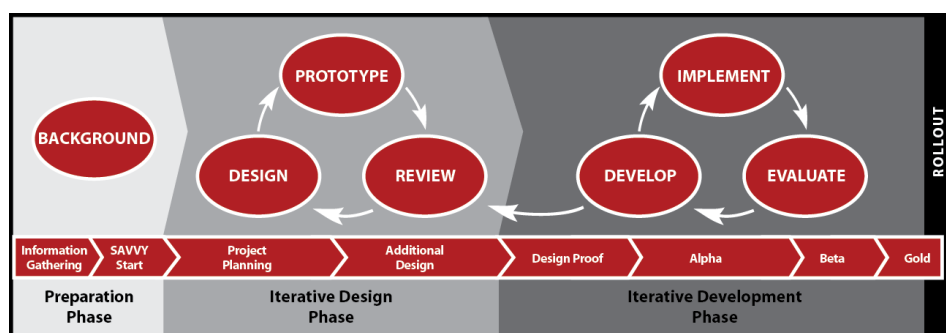
2.3 Instructional Design Models

To get instructional modules that are suitable with the needs, instructors often have to create or develop their own instructional materials. Hence, instructional design is needed to be used as a guideline in making modules more directed. Reigeluth (1999) defines instructional design as an explicit guidance for helping people to create or develop something. While, Harde & Chen (2005) argued that instructional design is a method for conceptualizing, creating, and carrying out instruction. Crawford 2004 in Allen 2012 explained that instructional design material is simply a process for helping instructors to produce useful products to create an effective training. It can be concluded that by using instructional design, the instructors or module designers will have guidelines that allow them to design instructional modules with clear steps.

In the instructional module development process, there is a procedure consisting of several steps that must be passed. Allen (2012) explained in his theory called the successive approximation model (SAM 2) that instructional design is divided into 3 phases, those are preparation phase, iterative design phase, and iterative development design.

Table 2.1 Successive approximation model (SAM 2) by Allen (2012)

Phase	Descriptions
Preparation phase	In this first phase, the instructors conceptualize the background and gather the information such as needs and goals to design the product.
Iterative design phase	After finding the needs and conceptualizing the products according to needs, the next phase is to communicate the concepts that have been formed to the team members, and make them more visible. At this phase the instructors start to design, create the draft, then review the product.
Iterative development phase	In this phase, the design proof is implemented and tested to be evaluated, then the result of evaluation will be the consideration in making the product be more perfect.

Figure 1 Successive approximation model (SAM 2) by Allen (2012)

From the table and figure above, it can be concluded that there are three phases in instructional design, namely the preparation, the designing phase, and the development phase.

There are several instructional design models that can be used by the instructor in designing instructional modules. Kosassy (2019) describes the models including; Kemp 1994 developed Kemp model; S. Thagarajan et al. (1974) developed the 4-D model (Define, Design, Develop, Disseminate) developed; PPSI model (*Prosedur Pengembangan Sistem Instructional*) developed in 1975 by Indonesian government, this model has six stages, namely 1) determining objectives 2) developing evaluation tools 3) material creation) 4) teaching components, 5) application of teaching systems 6) evaluation. Moreover, there are also other models such as Hanafin and Peck model developed (1988); Reiser & Mollanda (1967) developed ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), and Heinich et al. (1998) developed ASSURE model (Analyze learners, State objective, select instructional methods, media and materials, utilize media and materials, require learner participation, evaluate and revise). Almost all models above begin with analyzing the needs of the learners before entering the stage of formulating learning objectives, except for the PSSI model which immediately starts at formulation of the objectives stage since it refers to the existing school curriculum. After analyzing the learners' needs and formulating the objective is done, almost the entire model proceeds to the designing, developing, and implementing stages. The next difference lies in the evaluation stage, there are several models such as ADDIE, ASSURE and PSSI that have an evaluation stage but the 4-D model and Hanafin and Peck do not have an evaluation stage.

Several challenges used to be experienced by the instructors in creating an instructional module. Challenges are usually encountered by English instructors in designing instructional materials (Rogova et al., 2020). Limited time to develop all of the materials consisted in the curriculum, bad internet connection, and limited reliable online references are becoming several problems experienced by teachers in designing teaching modules (De Pedro & Derasin, 2022). To sum up, despite many instructional design models that could

be used as clear guidelines for instructors to design an instructional module, they often encounter challenges in carrying out the stages.

2.4 General English

General English or also known as GE is an English language learning program that aims to train basic English knowledge and skills on topics that are applicable in the context of daily life and communication. The main training in General English classes is to focus on 4 English skills, those are; listening, speaking, reading and writing which can be applied to daily life (Sekhri, 2020). The growing of awareness related to the importance of English ability since it is a lingua franca language and being a tool of international communication has become the reason for a lot of learners to take General English courses. Another reason is that having English proficiency makes people easier to have better job prospects in the future (Tomlinson, 2008). In addition, having English language proficiency is very important since it will make a person able to access more information and knowledge wider. The importance of the ability to speak English makes almost all English training institutions open and promote General English classes to meet the needs of general category learners in learning basic English according to their level.

In the context of this research, General English is one of the courses offered by the Language Center at a university in Tasikmalaya, Indonesia. General English is a regular course that this Language Center always holds in every semester. In one semester this course runs for 3 months which has 12 meetings with a duration of 120 minutes for each meeting. There are 3 instructors in charge of this course. The instructors divide 3 levels of General English classes that can be attended by all learners from various majors and batches of this university. These level classes apportionment refers to CEFR syllabus, the class levels provided are A2 (Pre-Intermediate), B1 (Intermediate), and B2 (Upper-intermediate). In this research, the researcher only takes one level, which is level A2 to be researched. Below is an overview

of the topics of the materials taught in the General English course for A2 level provided by a Language Center at one of the universities in Tasikmalaya.

Table 2.2 General English for Pre-Intermediate Learners (Level A2) syllabus

Week	Topics
1.	Describing People
2.	Hobbies and Interests
3.	Household Equipment
4.	Health and Illness
5.	Work, Job and Career
6.	Weather Forecast
7.	Travel and Tourism
8.	
9.	At the Restaurant
10.	Talking about Music
11.	Historical Monument
12.	**Final Project**

2.5 Study of Relevant Research

The researcher has studied several relevant studies related to instructional materials development in the form of modules that have been carried out previously. The previous relevant research will be discussed in the following order:

Previous research related to module development was conducted by Setiyani (2020) which showed the process of designing E-modules that focus on communication in relations and functionaries in mathematical skills. The development of this module used 5 phases of the ADDIE instructional design model. The researchers made modules in electronic form using 3d flipped software. The result of this research is the product of modules that suit the needs of students and become fun teaching materials.\

Asri et al. (2022) also researched related to the development of teaching ESP modules for electrical engineering study programs at state polytechnics in Malang. They were using the R&D method. Research shows six steps that were taken through to create modules that are in accordance with the latest curriculum, the steps are; 1) conducting need analysis 2) designing teaching module blueprints 3) designing the teaching modules 4) testing the teaching

modules 5) evaluating the teaching modules, and 6) disseminating the product. The result module is very interesting, effective, efficient and convenient.

Hakim et al. (2021) conducted another research which was also related to the development of English modules. This research was motivated by the situation in Indonesia at that time which was being hit by the Covid 19 pandemic and required all students to study from home. Therefore, using the ASSURE model, the researchers were trying to develop an online classroom teaching module as an alternative problem solving, while this product was made for Cross Cultural Understanding (CCU) subject from one of the universities in Indonesia.

Huda et al. (2022) conducted research by using Research and Development methods and referred to the ASSURE model to develop an appropriate digital English module for learning in accordance with the criteria determined by the Board of National Standard Education. The result of this research is a product in the form of a digital module for English subjects that are appropriate and decent to use for learning by grade 9th students at SMP Islam Al Azhar 13 Surabaya.

Relvi (2022) explained the development of a learning module for grade 8th students of MTS Darul Istiqamah Cilalang, Palopo, South Sulawesi. In this study, researchers used the R&D method. Different from the previous research mentioned above, in this research the researcher used the 4-D model as a guide in designing teaching modules. In implementing this model, there are 4 phases that must be passed in making modules, namely Define, Design, Develop, and Disseminate. The results of this study is a product which is a learning module to facilitate the teacher in teaching English courses.

In contrast to the previous researches, De Pedro & Derasin (2022) conducted research related to teacher's experiences using a phenomenological approach to find out the challenges of teachers in developing modules during the pandemic covid 19 period. The result of this research is to explain how they chose the teachers to be the module's writer, the challenges they faced when designing the module, and the benefits that the module writers get.

Although there has been a lot of research related to the development of materials in the form of modules related to English subjects or other subjects mentioned, there has not been sufficient research related to the writers' experiences in designing instructional modules used for General English courses. To fill the void, in this study the researcher tries to use exploratory case study to describe writes' experiences during the process of designing instructional modules used for the General English course which is provided by a Language Center of a state university in Tasikmalaya Indonesia.

2.6 Framework

Based on the literature review above, modules are widely used as instructional materials by schools or training programs. Contextually, this phenomenon appeared in a Language Center in one of the state universities in Tasikmalaya. There is a General English program that has instructors who have experiences in designing their own instructional modules to help them train the learners. The idea arose for the researcher to explore the writers' experiences related to the stages, and challenges along with the solutions in designing the General English module in the Language Center of a state university in Tasikmalaya.

In this study, the researcher investigates the writers' experiences in designing instructional materials based on Allen (2012); Preparation phase, iterative design, and iterative evaluation. Those phases were chosen based on the scope of the research questions. Moreover, indicators were developed into several questions for the guideline that was used in the interview.