


Blended Learning Module for English Club

Winda Trisnawati^{1*}, Yahfenel Evi Fussalam², Ridho Kurniawan³

^{1,2,3}Universitas Jambi

*Corresponding Author:  trisnawatiwinda@gmail.com

ARTICLE INFO	ABSTRACT
<p>Received: 15 January 2025</p> <p>Revised: 27 January 2025</p> <p>Accepted: 19 February 2025</p> <p>Keywords: blended learning, extracurricular, English club</p>	<p>The development of educational technology in the era of Industrial Revolution 4.0 is increasing rapidly. The need shows it for a concept and a teaching and learning-based mechanism information technology (e-learning). Various ways to integrate technology into teaching and learning have also given a special approach in transforming the process from conventional education into digital education. This research aims to produce teaching materials that can be used in Blended learning activities in the extracurricular program "English Club" at STKIP Muhammadiyah Muara Bungo. The research method used the research and development (R&D) method. There are some steps in this research; analyzing the needs, evaluating learning materials, designing new learning materials, validating learning materials by experts, revising learning materials, trying out the learning materials to the students, and finishing the learning materials. The result showed that the validation of learning material experts was 85.4; the validation of learning media experts was 83.03; the average tryout score of the small group was 80.7; and the average tryout score of the large group was 81.4. Based on the scores, the English club textbook-based blended learning is valid to be used.</p> <p>How to Cite: Trisnawati, W., Fussalam, Y., & Kurniawan, R. (2025). Blended Learning Module for English Club. <i>Indonesian Language Education and Applied Linguistics Reviews</i>, 1(1), 46-52.</p>

Published by:
Media Akademika Publisher
 mediaakademikapublisher@gmail.com

1. INTRODUCTION

STKIP Muhammadiyah Muara Bungo (STKIP MB) has developed a curriculum by offering several learning strategies to develop students' English skills such as the extracurricular program of Student Activity Units (UKM): "English Club, English Community, English Day". This English extracurricular learning program actually designed for students to spend time exploring their speaking skills and do a lot of English learning activities for support and improve its competence. However, the low interest of students for improving English skills is a problem in itself. As a result, several students also had not been able to improve their English skills optimally.

Learning English in an extracurricular program is different from classroom learning. Based on the results of preliminary observations that the researcher found, it showed empirical phenomena about extracurricular learning such as the English Club include: First, this program was not structured systematically from the first semester to the final period lectures, the two managers of this program fully submitted the what and how learning English to instructors or tutors from students to teach. Third, there was no adequate evaluation of program implementation as well as the learning outcomes achieved by students, and the fourth is even more concerning the absence of material or teaching materials that are systematically arranged as an internal guide implementation of the learning. Briefly implementing the program program extracurricular English Club was not well programmed and did not have a good model teaching material.

Some of the English Club program problems above indicate that the objectives of implementing an English extracurricular program are still not well structured. This is indicated by the different interpretations of the teaching tutors. It has implications for the choice of teaching materials and methods used in the Student Activity Unit (UKM). Tutors should not be the only source of learning, especially in the digital era, where learning resources can be obtained relatively easily through technology. Therefore, it is necessary to find alternatives for classical learning that can overcome these problems without eliminating the feeling of social bonding between students and classmates or seniors and their tutors.

Based on this phenomenon, this study aims to develop a model of English teaching materials for extracurricular programs by combining conventional learning and Technology to increase independent learning. Blended learning was chosen because online-based learning is the right choice in the digital era. The existence of an innovative teaching material book in blended learning can also combine several types of pedagogy as a convenient tool for interaction and discussion without eliminating the meaning of face-to-face contact.

English Club

Based on the STKIP-MB curriculum, it can be identified that English language skills are one of the target outputs for students. Although, the time allocation for students to improve their speaking skills is still very limited. Students only have about 16 meetings to study in each semester. The time allocation for this meeting is too short to improve English skills. For the purposes of college, English should be taught in extra time before the course or at least in the beginning semesters. To overcome the problems, through the PBI Study Program of STKIP-MB prepares an additional English learning program through the English Club Student Activity Unit (UKM).

Mulyasa (2018) stated that extracurricular programs are programs that are held outside school time to support and improve student competencies. It means that the English Club is expected to be able to become a forum for improving students' skills and confidence in speaking English that overcome their anxiety in speaking English.

Blended Learning

Blended Learning is the learning process that describes an opportunity to integrate technological innovation and advantages in online learning which combine with the interaction and participation of face-to-face learning. Meanwhile, Chaeruman (2014) described that blended learning is as learning process that combines synchronous and asynchronous learning settings appropriately in order to achieve learning goals. Blended learning combines multiple delivery media that are designed to complement each other and promote learning and application-learned behavior (Singh 2003). Based on the conclusion of the definition of blended learning according to experts, blended learning has two components of learning, namely conventional learning and online learning (e-learning).

1. Conventional Learning

Conventional learning is a form of face-to-face learning model that teachers and students are in one room for learning. Furthermore, (Kamsin 2005) stated that Conventional learning also gives more chances to students to meet their lecturer and discuss with them directly.

2. E- Learning

Naidu (2016) defines "e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning". This definition implies that e-learning is often indicated by the use of information and communication technology in the teaching and learning process. Online learning (e-learning) is a learning that uses an electronic circuit LAN, WAN, and the internet to convey material content (Rusman, 2012).

One of the advantages of blended learning according to Dziuban, Hartman, and Moskal (2014) is that blended learning can also improve communication with the students. Blended learning can offer a higher level of interaction than commonly experienced in face-to-face learning. In other words, blended learning can also improve communication with students and offer one level higher than experience in face-to-face learning.

It is emphasized by Garrison & Kanuka (2014) that the most specific advantage of the blended learning model is the opportunity to build a sense of togetherness among students. This togetherness is felt when students can meet in face-to-face learning and have the opportunity to have open dialogue, experience critical debates, and participate in communicating in various forms safely and openly.

2. METHODS

This research used research and development (R&D) research design. This research instruments were instrument validity of learning tools, instrument of practicality of learning devices, and Instrument of the effectiveness of learning devices. The data were analyzed used the assessment criteria for the device according to Borich (2014).

The steps in developing this research referred to the development research design written by Sugiono (2017), namely: First, a preliminary study to evaluate the existence of textbooks that were being used on campus and the problems that arise. The results of the study of existing problems were in the form of evaluation results of existing textbooks, confirmed with the syllabus or curriculum, with student conditions, etc; Second, analysis of the textbook needs required by students. The main needs analysis was asked of students as users and also to lecturers who understand well the student's condition as additional information, especially for aspects of developing student personality or character; Third, created textbook designs; Fourth, validation by experts; Fifth revised textbooks; Sixth, conducted the try out to the students, the students as participant were English Club member. The total members were 78 students as population. The technique sample of this research was random sampling. The total sampling was 34 students; Seventh revised textbooks; and Sixth, the Final product was the English Club textbook.

3. RESULTS AND DISCUSSION

This research focused on the development of English club textbook-based blended learning. This English Club textbook contains English Club materials. English Club materials emphasize English language skills that can be used by students in the world of work. These skills are English debate, Public Speaking, News Anchor & Reporter, and Storytelling. It is hoped that students be able to develop their talent in English Club activity.

Developing an English Club textbook is urgently needed in this era that guide students to take advantage of ICT. Akgunduz & Orhan (2016) stated that blended learning increases the independence of student learning skills. Therefore, this English Club textbook-based blended learning is expected to be able to help and improve student skills. The developments of this textbook have been designed and required validation from material experts, media experts, and try out to the students.

3.1. Validation of Learning Material Experts.

The result of validation from learning material experts is divided into four aspects, namely content validity, presentation validity, language assessment, and English club based blended learning assessment. The explanation of the result in validation from material experts toward the textbook of English Club-based blended learning shows in the table 1.

Table 1. The Result of Material Experts Validation

No	Assesment item	Validator		average	Category
		1	2		
1	Content Validity	86.2	85.7	85.9	Valid
2	Presentation Validity	79.7	77.1	78.4	Valid
3	Language Assesment	86.8	86.8	86.8	Valid
4	English Club Based Blended Learning	93.7	87.5	90.6	Valid
Average				85.4	Valid

Based on the result of the learning material experts' validation showed that there were four aspects that the experts had been done validation. In the content validity aspect, the average score was 85.9. It meant that the content validity of the English club textbook was valid. In the presentation validity aspect, the average score was 78.4. It meant that the presentation validity was valid. In the language assessment aspect, the average score was 86.8. It meant that the language assessment aspect was valid. In English club-based blended learning aspects, the average score was 90.6. It meant that it was valid. In conclusion, the recapitulation of four aspects showed that the average score was 85.4. It is categorized as valid.

3.2. Validation of Learning Media Experts

The English Club textbook was validated by learning media experts. Experts assessed the feasibility of graphic aspects, including book size, book cover design, and book content design. The result is shown in table 2.

Table 2. The Result of Learning Media Experts' Validation

No	Assessment Item	Validator		Average	Category
		1	2		
1	Book Size	87.5	7.5	81.2	Valid
2	Book Cover Design	88.9	83.3	86.1	Valid
3	Book Content Design	77.5	86.2	81.8	Valid
Average				83.03	Valid

Based on the results of learning media experts, it showed good results. The average score of the book size was 81.2. Then the average score of the book cover design was 86.1. Likewise, the average score of the book content design suitability for the blended learning model was 81.8. The average overall score of the graphic aspect was 83.03. This score showed that this book was valid.

3.3. Try Out: Small Group

There were three aspects that students had to concern in try out. Those were the graphic aspect, the material presentation aspects, and the benefit aspect. The result of try out in small group showed in table 3.

Table 3. The Try Out Result of Small Group

<i>No</i>	<i>Assessment Item</i>	<i>Average Score</i>
1	The Graphic Aspects	81
2	The Material Presentation Aspects	80.8
3	The Benefit Aspects	80.5
Average		80.7

Based on the try out result of small group, the result showed that the total average score of three aspects was 80.7. It was categorized as valid score. These results stated the material, the graphic, the display, the benefit and evaluation of the English club textbook based blended learning is good.

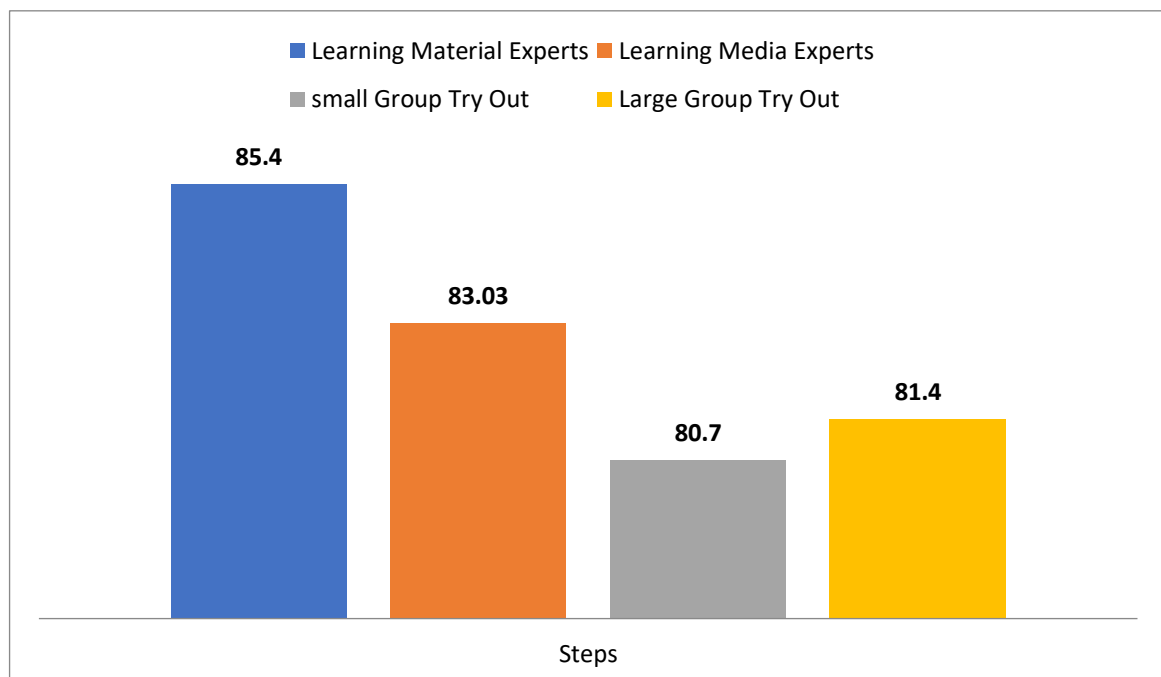
3.3. Try Out: Large Group

The try out was given to the large group. The participant was students of English club member. The try out result of large group shows in table 4.

Table 4. The Try Out Result of Large Group

<i>No</i>	<i>Assessment Item</i>	<i>Average Score</i>
1	The Graphic Aspects	81.2
2	The Material Presentation Aspects	82.8
3	The Benefit Aspects	80.1
Average		81.4

Based on the try out result of large group, the result showed that the total average score of three aspects was 81.4. It was categorized as valid score. These results stated the material, the graphic, the display, the benefit and evaluation of the English club textbook based blended learning is good. The recapitulation score of all steps in developing the English club textbook got valid score. It is showed in the diagram 1.

**Diagram 1.** The Recapitulation score of all steps in developing English Club Textbook

The diagram 1 showed learning material experts score was 85,4; learning media experts score was 83.03; small group score was 80,7; and large group score was 81,4. It means that the English club textbook based blended learning is valid.

4. CONCLUSION

English club textbook-based blended learning was created to support the extracurricular English Club at STKIP Muhammadiyah Muara Bungo. In developing this textbook, some steps had to be required by the researcher. Based on the validation of learning material experts and learning media experts, it showed that the material and the graphic aspects in the textbook were valid. It was proved by the try-out result in small groups and large groups. The result showed that the textbook was categorized as "valid". This textbook is very useful for English club members in this pandemic era. The students enjoyed the activity in English Club by using this textbook.

However, in the findings of the current study, the researcher has not conducted further trials regarding the practical use of the modules produced. Therefore, In the present study, the researchers recommend further research to conduct the experiment study that tests the results of the modules that have been produced in this study. This aims to see the effectiveness of the modules that have been produced. In addition, after the experiment was carried out, the researchers also suggested that further researchers survey students on the learning content contained in the module that had been produced. Which aims to explore students' perceptions of the advantages and disadvantages of the module.

5. REFERENCES

- Akgunduz, Devrim & Orhan Akinoglu. (2016). The effect of blended learning and social media-supported learning on the students' attitude and self-directed learning skills in science education. *TOJET: The Turkish Online Journal of Educational Technology*, volume 15 issue 2.
- Borich, Gray D. (2014). *Observation skill for effective teaching*. New York: Macmillan Publishing Company.
- Chaeruman, U.A. (2015). Implementing blended learning: A Case Based Sharing Experience. Retrieved from: <http://www.teknologipendidikan.net/2011/06/21/implementing-blended-learning-a-case-based-sharing-experience/>.
- Dziuban, C. D., Hartman, J. L., & Moskal, P. D. (2004). Center for applied research EDUCAUSE. No. 7. Volume 2004. Hal. 1-12.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Anwar, M. (2018). Menjadi guru profesional. *Prenada Media*.
- Naidu, S. (2006). E-learning: A guidebook of principles, procedures and practices. Commonwealth Educational Media Centre for Asia (CEMCA).
- Nurohman, S. (2011). Pengembangan Modul Elektronik Berbahasa Inggris menggunakan ADDIE Model Sebagai Alat Bantu Pembelajaran Berbasis Student Centered Learning Pada Kelas bertaraf Internasional. In *Prosiding Seminar Nasional Penelitian. Pendidikan dan Penerapan MIPA. Fakultas MIPA. Universitas Negeri Yogyakarta (Vol. 14)*.
- Kamsin, A. (2005). Is e-learning the solution and substitute for conventional learning? *International Journal of The Computer* 13(3):79-89.
- Singh, H. (2003). Building effective blended learning programs. *Educational Technology: The Magazine for Managers of Change in Education* 43(6):51-54.
- Rusman. (2013). Model-model pembelajaran mengembangkan profesionalisme guru edisi kedua. *Bandung: PT. Rajagrafindo Persada*.
- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif dan R&D. *Bandung: Alfabeta*