Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

Development of English Language Materials Based on Teaching Modules to Improve Writing Skills

Author:
Devi Wulan Dari[1]
Nurhanna Harahap[2]
Shopiah Anggraini Rambe[3]

Afiliation:
Universitas Al Washliyah[1,2,3]

Corresponding email
deviwulandari816@gmail.com

Histori Naskah:
Submit: 2025-05-16
Accepted: 2025-08-24
Published: 2025-08-26

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Abstrak:
English language skills are now an important need in the era of globalisation. In addition to facilitating international communication, English proficiency also opens access to various sources of science and technology and encourages participation in global innovation. English is not only a personal advantage, but also a valuable asset for groups and countries. With good proficiency, a person can make a major contribution to facing global challenges and strengthening international cooperation. English also helps understand and respond to world developments. This study is development research using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to create a narrative text learning module. In the Analysis stage, researchers identified student difficulties related to teaching materials. During the Design stage, a module was created containing narrative text materials, including structure and types. The Development stage involved building the module and validating it with subject matter and media experts. The Implementation stage tested the module with students. The Evaluation stage aims to assess the extent to which the module learning media are effective in supporting the learning process. The module received a 90% validity score from material experts and 87.5% from media experts, both categorised as very valid. The module's effectiveness, based on an n-gain score of 0.70, was classified as high. Therefore, the developed module is considered valid, effective, and suitable for use in teaching narrative texts in English language learning.

Keywords: Development; Teaching Moduls; Writing Skills.

Introduction

English language skills are now an important need in the era of globalization. In addition to facilitating international communication, English proficiency also opens access to various sources of science and technology, and encourages participation in global innovation. English is not only a personal advantage, but also a valuable asset for groups and countries. With good proficiency, a person can make a major contribution to facing global challenges and strengthening international cooperation. English also helps understand and respond to world developments. However, speaking skills alone are not enough—writing skills are also very important. Therefore, this study focuses on the writing skills of tenth grade students at SMA Harapan Al Wasliyah Sigambal. According to Davies in the (Hanna & Hyland, 2018) Explain Writing is a process that can make someone more creative. A good writer must learn to convey his ideas clearly to many people. Writing is also a way to convey personal meaning, and in writing lessons, someone is drilled to be able to express his opinion clearly on a topic. Writing is important because through writing, we can

convey ideas, feelings, and thoughts. In short, writing is the skill of composing words, sentences, and paragraphs in order to express what we think and feel. According to (Helaluddin & Awalludin, 2020) Writing is an important skill to convey ideas and information without face to face. In addition to being needed in various fields, writing is also a way to express yourself. To produce good writing, several stages are needed in the process.

Based on information from the English teacher of grade X, English is not only a means of communication, but also helps students observe, analyze, and respond to global trends. However, language skills will be lacking if someone can speak but is weak in writing. Therefore, this study focuses on the writing skills of grade X students at SMAS Harapan Al Wasliyah Sigambal. The development of English materials is very necessary to improve writing skills so that learning is more interesting. Researchers also feel it is important to know the new basics along with how to pronounce and write them. Teaching modules according to (Nengsih, 2024) refer to a number of tools or media, methods, instructions, and guidelines that are designed systematically, atteractively, and must be in accordance with the needs of students. Module is a medium in learning that is deliberately designed systematically and contains learning experiences that aim to guide students to achieve specific learning objectives. To design a module, it must include learning objectives, teaching materials, and forms of evaluation. These three elements must be present at least in making a learning module (Jusuf & Sobari, 2021). Language is a basic human need as a means of communication to interact, establish relationships, and get to know each other in everyday life. Along with the development of civilization, language has become an important element used by humans throughout the world. According to (Sukma & Puspita, 2023) language is the main communication tool for humans so that language is considered to be the most important component in human life. As a communication tool, language can connect meaning or ideas to express an individual's thoughts or feelings. The higher a person's level of language proficiency, the better the use of language in communication. Because of the above problems, the researcher made the title **"Development of English Language Materials Based on Teaching Modules to Improve Writing Skills."**

Studi Literatur

The term "development" is polysemic, that is, it has many meanings. Development is a term that can provide various meanings. Mostly, this refers to changes occurring in a positive way or improvement. Over time, the meaning of the term "development" has expanded to include many concepts. Although currently generally used by economists to describe changes in human living standards, its use is not only limited to the economic field but applies to multidimensional processes involving changes in the entire social system in force.

The concept of development in education encompasses a systematic process aimed at improving the quality of learning through planning and implementing relevant strategies. According to (Todaro & Smith, 2009), Development not only concerns economic aspects, but also social change and improvements in the overall quality of life, including in the field of education. Inequality in educational development can create differences in the quality of human resources between regions and countries. Therefore, development in education must be directed at addressing these inequalities by improving the quality of learning.

According to (Prasetyo & Kusuma, 2020) development in education includes the process of creating, testing, and revising learning materials based on needs analysis to improve learning outcomes and student competencies**.** In (Richey et al., 2011) book actually define that if we have designed something, it means that we have developed it, especially in the science of learning design, where learning design is the entire

process of analyzing needs, learning objectives and developing delivery systems to meet needs, which includes the development of teaching materials and activities. teaching and student trials.

Development is an effort aimed at improving technical, theoretical, conceptual, and moral capacity through education and training processes tailored to needs. Development also includes designing a logical and systematic learning process, with the aim of determining various things that will be applied in the implementation of learning activities, while emphasizing the potential and competence of students. Learning development efforts are focused on improving the quality of the learning process, either through improving materials, methods, or even replacing both. Material improvement refers to adjusting the content of teaching materials to advances in science, while methodological and substantial development relates to improving learning strategies, both in theoretical and practical frameworks.

A teaching module is a learning aid that contains systematically structured learning materials, activity guides, and evaluations. This module is designed to enable students to learn independently more effectively and efficiently, thus optimally achieving their predetermined learning objectives. Thus, a teaching module serves not only as a source of information but also as a comprehensive guide that supports the independent learning process and enhances students' overall competency, (Hadi & Susanto, 2020)

(Sari & Lestari, 2021) in their study, "Developing an English Language Learning Module Based on a Scientific Approach to Improve Student Learning Outcomes," they emphasized that the development of learning materials must be adapted to scientific developments and student needs. They emphasized the importance of adapting module content to ensure it is relevant to the learning context and stimulates student interest. Furthermore, this study emphasized the need for changes in learning methods to be more interactive and student-centered. An active and participatory learning approach is believed to significantly improve the effectiveness of the learning process and student learning outcomes. Therefore, developing appropriate learning materials and methods is a strategic step to improve the quality of learning and optimally achieve student competencies.

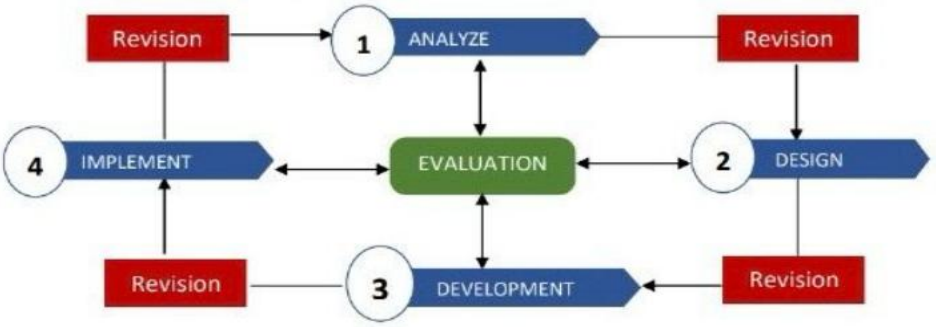
This research is novel in that it focuses on the development of English language learning materials based on teaching modules specifically designed to improve students' writing skills. Unlike the research by (Sari & Lestari, 2021), which only emphasized the development of modules based on a general scientific approach to improve learning outcomes, this study specifically focuses on improving writing skills as a key communicative competency in English learning. Thus, this research provides a more targeted contribution to the development of teaching materials that are not only theoretically relevant but also applicable in significantly improving students' writing abilities.

Research Method

This study applies the Research and Development (R&D) method. In accordance with (Sugiyono, 2010) opinion, this approach aims to create a particular product and test its level of effectiveness or feasibility. In developing learning media, the model used is the ADDIE model as stated by Barokati and Anna. The ADDIE model is designed to support an efficient, adaptive learning process, and support training programs through the design of relevant systems and devices (Selirowangi et al., 2024). The ADDIE model itself was developed by two important figures, namely Reiser and Molenda, who although similar, have different formulation approaches. Reiser describes the five stages of ADDIE as actions using verbs: analyze, design, develop, implement, and evaluate. Meanwhile, Molenda prefers a noun-based approach such as analysis, design, development, implementation, and evaluation, and presents it in a visual scheme using dotted lines (Saputra et al., 2014).

Edu Cendikia
Jurnal Ilmiah Kependidikan
E-ISSN: 2798-365X
Information Technology and Science
Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

The ADDIE model was schematized by Branch as a learning system design as follows:



Gambar 1
Bagan Model ADDIE

Table 1 Research Methode ADDIE

Analysis	The analysis stage is the first step in the ADDIE model. At this stage, the main activities include reviewing the background or needs for the development of learning media, as well as checking the feasibility and requirements that must be met during the development process. After the needs are identified, researchers must also evaluate the feasibility and specifications required for the learning media. The purpose of this analysis is to determine the extent to which the media developed is appropriate and can be applied in the desired learning context.
Design	The design stage is the second step in the ADDIE model. At this stage, initial planning of learning media is carried out in a structured manner. Activities carried out include determining learning objectives, designing the content of learning materials or scenarios, and preparing an evaluation plan. The results of this stage are in the form of a conceptual design that becomes the basis for the process of developing learning media in the next stage.
Development	The development stage in the ADDIE model is the process of realizing a design into a real product. The design that has been designed in the previous stage is further developed until it becomes a product that is ready to use.
Implementation	The implementation stage, the main activities include analysis of the needs and background in the development of learning media, accompanied by an evaluation of the feasibility and requirements needed. After that, researchers must evaluate whether the learning media that has been developed can be used effectively. This analysis process aims to ensure that the media is in accordance with the established standards.
Evaluation	Evaluation is the final stage in the ADDIE development model. At this stage, the learning program is reviewed to assess the extent to which it is effective in achieving the formulated objectives. Evaluation can be conducted formatively during the development process, or summatively after the program implementation is complete. The findings from this evaluation become the basis for improving and developing the learning program in the future..

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

Source : Research method ADDIE (Gagne et al., 2005)

Data Analysis Technique

In this study, data analysis techniques were carried out through several stages, namely:

1. Module and Material Validity Analysis

To analyze the percentage, the researchcer use the following formula:

$$\mathbf{NA = \frac{PS}{SM} \times (100\%)}$$

Where: NA = Final Score

PS = Score Obtained

SM = Maximum Score

Table 2 The Range Of Score Interpretation Criteria Proposed

Score Interpretation Criteria	Category
0% - 20%	Invalid
21% - 40%	Less Valid
41% - 60%	Quite Valid
61% - 80%	Valid
81% - 100%	Very Valid

Source : (Riduwan, 2016)

1. Student Writing Test Analysis
   The analysis was conducted to determine the increase in students' wririrng before and after using the module. The N-Gain Score formula is used as follows:

$$\text{N Gain} = \frac{\text{Skor Postest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

Then the final score is categorized as follows:

Table 3 Effectiveness Interpretation Category N-Gain

Percentage(%)	Clasification
$G \leq 0.3$	Low
$0,3 < G \leq 0,7$	Less Effective
$G > 0,7$	Quite Effective

Edu Cendikia
Jurnal Ilmiah Kependidikan
E-ISSN: 2798-365X
Information Technology and Science
Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

Result

This research produces a learning module containing various materials related to procedural texts. This module is designed as an additional learning resource to support the improvement of students' writing skills. The module development process follows the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) through the following systematic stages:":

1. Analysis

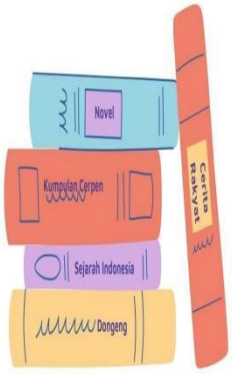
In the analysis stage, previous researchers conducted a curriculum analysis, where researchers analyzed the curriculum applied in schools in Indonesia so that the research conducted was in accordance with the competency standards, basic competencies and materials set out in the curriculum in Indonesia which until now still uses the independent curriculum. After that, researchers conducted observations of the learning process carried out at SMKS HARAPAN AL WASHLIYAH LABUHANBATU Sigambal. In addition, researchers also conducted observations at vocational schools regarding the difficulties and obstacles faced in learning English, especially in the material on students' writing skills in English, and what efforts had been made to reduce the difficulties in learning. At the stage of the ADDIE model development flow, at each stage it is permissible to carry out an evaluation stage in order to maximize each stage..

2. Design

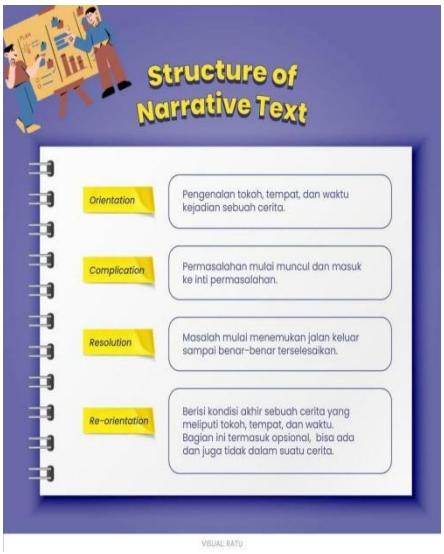
Design is the second stage in designing learning according to the ADDIE module. This Development stage aims to determine and design the learning methods to be used. In this study, this stage discusses the problems raised by the analysis stage. After identifying the general objectives of teaching and analyzing students, more specific learning objectives need to be formulated to explain in more detail the researcher's expectations of students' knowledge and ability information. Among the elements of this stage are compiling learning objectives and defining learning models. The findings from this stage become input for the third stage, namely development. To compile learning objectives, each focus of the analysis stage is changed into learning objectives from the designed activities. The next step is to compile related topics. At this stage, teachers need to be wise in choosing topics that will be in modular form and importantly, the topics chosen must be in accordance with the students' daily lifestyle and environment.

Edu Cendikia
Jurnal Ilmiah Kependidikan
E-ISSN: 2798-365X
Information Technology and Science
Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

Table 4 Design Modul Narrative Text







3. Development

Development is a process of deepening and expanding existing knowledge by utilizing proven scientific theories and principles gradually. The goal is to improve the function, usefulness, and application of science and technology, so that it can produce new products for learning purposes or improve existing products with the support of the latest technology. At this stage, the preparation and creation of learning modules is carried out which include introductory materials on narrative texts, types of narrative texts, narrative text structures, and how to write them. This module is specifically designed for grade X students at SMKS Harapan Al Washliyah Sigambal.

Table 5 Result Of Validation Material Expert

No	Statement	SCORE			
		1	2	3	4
1	The material in this module is in accordance with the learning objectives.			**3**	
2	The language used is easy for students to understand				**4**
3	interesting and interactive module presentation			**3**	
4	Sufficient exercises or evaluations to measure participants' understanding				**4**
5	The material in the module is in accordance with the applicable curriculum or standards			**3**	

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

6	The material in the module can provide experience to students				**4**
7	The evaluation or quiz at the end of the module reflects the content of the material well				**4**
8	The material is in line with the indicators in curriculum merdeka			**3**	
9	The material presented is in accordance with the target participant's level of understanding				**4**
10	The exercise provide can train student in improving their writing skills				**4**
	Amount			**36**	

Based on the data in table 4, the percentage of validity of the subject materiel expert can be calculated, namely:

NA = PS x (100%)

SM

NA= 36x (100%)

40

NA= 90%

Table 6 Result Of Validation Media Expert

No	Steatment	Score			
		1	**2**	**3**	**4**
1	Selection of colors, fonts, and layouts supports comfortable learning			**3**	
2	media that is easy to use and understand				**4**
3	attractive media display and in accordance with target users				**4**
4	The page layout is neat and not confusing			**3**	
5	display design according to the character or theme of the material (fairy tales, novels, etc.)				**4**

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

6	the text is not "drowned" in the background or image				**4**
7	Spacing between text is appropriate			**3**	
8	Does not use many fonts			**3**	
9	The use of images or illustrations clarifies the content of the material				**4**
10	The use of font variations (bold, italic, all capital, small capital) is not excessive			**3**	
	Amount				**35**

Based on the data in table 5, the percentage of validity from media experts can be calculated as follows:

NA = PS x (100%)

SM

NA= 35x (100%)

40

NA= 87,5%

Table 7 The Range Of Score Interpretation Criteria Proposed

Expert	Score Interpretation Criteria	Category
Material Expert	90%	Very Valid
Media Expert	87,5%	Very Valid

4. Implementation

After going through the development stage and declaring this module suitable for use, this module was implemented to 34 students. The activity began with attendance, providing inspiration, and explaining the learning objectives. The researcher presented material in the form of narrative text from a specially designed module. The researcher then asked whether students had ever studied narrative text, what it meant, and what its structure was. Students were given an explanation that the material to be studied was narrative text. After that, they were asked to read the material in the module and express their opinions. Students were guided to conclude the meaning and structure of the text, answer questions, and collect information from the text. Furthermore, they were guided to create a simple narrative text and explain its meaning and structure. At the end of the session, students assessed the module given. The assessment results from 34 students showed a validity level of 85.8% with a Very Valid category.

5. Evaluation

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
DOI: 10.47709/educendikia.v5i02.5909

The fifth stage in the ADDIE development model is evaluation. After the implementation process is complete, the next step is to evaluate the learning media that has been developed. The purpose of this evaluation is to assess the level of effectiveness of the media in supporting learning activities. Effectiveness is assessed by comparing the results of the Pre-test and Post-test given before and after the learning process takes place. An explanation of the evaluation results is presented in the following section.

Table 8 Student Pre-test & Post-Test Score

No	Name	Pre-test	Post-test	N- Gain	Clasification
1	Ardinansyah	56	85	0,65	Medium
2	Ardiansyah	60	90	0,75	High
3	Andika	56	80	0,54	Medium
4	Alfian	55	88	0,73	High
5	Arini	60	85	0,62	Medium
6	Abdul	58	87	0,69	Medium
7	Desi	58	90	0,76	High
8	Diana	62	85	0,60	Medium
9	Erlita	60	85	0,62	Medium
10	Fatimah	59	89	0,73	High
11	Fitri	58	88	0,71	High
12	Hanija	50	80	0,6	Medium
13	Hasbi	55	89	0,75	High
14	M. Darwis	58	90	0,76	High
15	M. Riski	50	82	0,64	Medium
16	M. Rangga	59	84	0,60	Medium
17	M. Haidir	62	90	0,73	High
18	M. Fahri	58	89	0,73	High
19	M. Iranda	60	84	0,6	Medium
20	Nurhasanah	55	88	0,73	High
21	Ninda	54	90	0,78	High
22	Ridho	61	89	0,71	High

23	Rahmat	63	90	0,72	High
24	Rafita	59	87	0.68	Medium
25	Sinta Dewi	56	85	0,65	Medium
26	Sintia Afria	60	88	0,7	High
27	Samsina	66	90	0,70	High
28	Sheila Ramadani	57	89	0,74	High
29	Umar	61	90	0,74	High
30	Padli	57	90	0,76	High
31	Yania	58	89	0.73	High
32	Yudha	57	87	0,69	Medium
Amount		1858	2792	Average= 0,70	High

The evaluation process was carried out by considering suggestions and input from the validators on the developed module. The module was declared very valid with a validity percentage of 90% from Material Experts and 87.5% from Media Experts. In addition, the n-gain value obtained of 0.70 is included in the High category, which indicates that this module is effective to use. Therefore, based on the aspects of material validity, media, and effectiveness, this module is considered feasible to use and in accordance with the expected learning objectives.

Discussion

The research procedure used in developing this product follows the ADDIE model, which consists of five stages: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The initial stage begins by analyzing the curriculum in force in schools, including competency standards and basic competencies that are in accordance with the product to be created. After that, the researcher conducted observations at SMK Swasta Harapan Al Washliyah Sigambal to determine the obstacles in the learning process, especially in writing skills. From the results of the observations, it was found that many students still had difficulty understanding the contents of the text. This is due to their low ability to translate and understand the meaning of the text. Based on these findings, the researcher designed a learning module. This module is arranged in five learning steps with the use of simple and easy-to-understand language, so that students can more easily understand the contents of the material. In addition, the researcher also created an assessment tool to measure whether the product is valid.

The validation results showed that the module was declared suitable for use. This validation process involved two experts, namely one material expert and one media expert, who assessed the suitability and feasibility of the product.

Conclusion

Based on the research results obtained, the module was developed using the ADDIE model which includes: a) analysis stage, namely identifying problems experienced by students related to teaching materials; b)

design stage, namely designing a module containing material about narrative text, its structure, and types; c) development stage, namely compiling the module and validating it by experts; d) implementation stage, namely testing the module on students; and e) evaluation stage, namely transmitting values from students. The module was declared suitable for use with a validity level from material experts of 90% and from media experts of 87.5%, both of which are in the very valid category. Student responses showed a high level of practicality, as well as the effectiveness of the module as indicated by an n-gain value of 0.70 which is quite high, so the module is considered suitable and interesting to use in learning. This research is useful for students because it helps find effective ways to improve writing skills. In addition, the results can be a guide in learning to write better.

Referensi

Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M., & Russell, J. D. (2005). *Principles of instructional design*. Wadsworth.

Hadi, S., & Susanto, B. (2020). Modul pengajaran sebagai alat bantu pembelajaran mandiri: Konsep dan implementasi. *Jurnal Pendidikan Terbuka*, *5*(1), 45–56.

Hanna, N., & Hyland, A. (2018). Improving Students' Writing Ability to Write Narrative Text Through Write Pair Share at X Grade of SMAN 2 Kuok. 3. *Journal of English Language and Education*, *3*(1), 1–10.

Helaluddin, & Awalludin. (2020). *Keterampilan Menulis Akademik*. Media Madani.

Jusuf, H., & Sobari, A. (2021). Pelatihan Pembuatan Modul Pembelajaran Untuk Mendukung Pembelajaran Online. *Jurnal Pengabdian Masyarakat TEKNO (JAMTEKNO)*, *2*(1).

Nengsih, D. (2024). Senior High School Students' Problems in Writing: A preliminary study of implementing writing e-journal as self assessment to promote students' writing skill. *English Language and Literature International Conference (ELLiC) Proceedings*, *2*.

Prasetyo, Y. T., & Kusuma, I. W. (2020). Pengembangan bahan pembelajaran berbasis analisis kebutuhan untuk meningkatkan hasil belajar peserta didik. *Jurnal Ilmu Pendidikan*, *15*(2), 123–134.

Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *The Instructional Design Knowledge Base: Theory, Research, and Practice*. Routledge.

Riduwan, R. (2016). *Skala Pengukuran Variabel-Variabel Penelitian*. Alfabeta.

Saputra, D. I., Abdullah, A. G., & Hakim, D. L. (2014). Pengembangan Model Evaluasi Pembelajaran Project Based Learning berbasis Logika Fuzzy. *Innovation of Vocational Technology Education (INVOTEC)*, *10*(1), 13–34.

Sari, D. P., & Lestari, S. (2021). engembangan Modul Pembelajaran Bahasa Inggris Berbasis Pendekatan Saintifik untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Dan Pembelajaran*, *8*(2), 145–156.

Selirowangi, N. B., Aisyah, N., & Rohmah, L. (2024). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Higher Order Thinking Skills (HOTS) Penulis: *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *5*(1), 31–40.

Sugiyono. (2010). *Metode Peneliian: Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Sukma, H. H., & Puspita, L. A. (2023). *Keterampilan Membaca dan Menulis (Teori dan Praktik)*. K-Media.

Todaro, M. P., & Smith, S. C. (2009). *Economic Development*. Pearson Addison.