CHAPTER I

INTRODUCTION

This chapter discusses the research background, the problems, delimitation and focus of the research, aims of the research, the theoretical foundation of the research regarding speaking skill, learning module, the curriculum, adult learners and the 21st century skills. Moreover, this chapter also reveals the method used in the research, including the design, steps, data collection techniques and the way the data analysed.

1.1 Background of the Research

English-speaking modules for tertiary education students are less qualified, whereas the module is a powerful tool to learn speaking in the classroom or outside the classroom. Before discussing the module, it is essential to reveal that there are several types of materials to help the learning process in the world of education and training. All materials or guidelines must contain a clear point of view, particularly regarding principles, an approach adopted, methods, teaching techniques, and facilities used (Dito, 2021).

Teaching and learning materials that are mainly used are coursebooks and modules (Pustaka Madani, 2021). At first glance, both have the same goal which is to make it easier for teachers to present learning material and ease students to learn the material. Yet, in more detail, these two types of books certainly have differences based on definitions, characteristics, and standards of the writing process. Coursebooks are known as textbooks, material books, or package books (Dito, 2021). The form can be printed or electronic (e-books). Coursebooks are used as learning companions that involve teachers and students directly to achieve the learning objectives that have been designed previously (Rasyid, Tanasy, & Nasir, 2019).

Meanwhile, the module is a suitable learning material that students can study independently (Meidayanti, 2020). There are components and clear instructions so that students can follow sequentially without the teacher's intervention. It is

packaged systematically and attractively with various materials, methods, and evaluations that can be used independently to achieve the expected competencies (Syam, 2020). By considering its characteristics, it can be concluded that the module is more practical than the coursebook. Modules that only focus on one skill can further optimize student learning outcomes instead of coursebooks that simultaneously package all four English skills (Dito, 2021). The learning modules provided information on learning strategies to prepare students better to meet the academic challenges of post-secondary studies (Cramer et al., 2018).

However, a significant matter that needs attention is that modules as learning resources that focus on speaking skills have to be more developed in packaging the material and the instructions contained therein (Nurjanah et al., 2021). Some previous studies revealed that today's instructional material still lacks in stimulating students to speak English. Widanta et al (2019) stated that most of the speaking learning modules currently only provided a list of expressions whose pronunciation was demonstrated in class by the lecturer, and the rest of the students were required to study and practice on their own. It did not provide communicative tasks and exercises that enabled learners to carry out speaking practice in real-life situations (Ramadhana et al., 2019).

Moreover, speaking materials are not fully supported in terms of inspiration, imagination, creativity, and cultural sensibilities to provide learners with moments of inspiration, imagination, creativity, and cultural sensibilities, as well as a lack of spoken language characteristics, communication function and strategies, and a variety of speaking materials (Ratmanida & Suryanti, 2020). Whereas, to learn and improve English skills in the arena of speaking, students must practice personally and meet a large number of friends to communicate with (Widanta et al., 2019). Thus, it is necessary to enhance the quality of module content that can encourage students to be active in speaking English, both in class and outside the classroom.

Besides, a new version of English-speaking modules must stimulate students to have 21st-century skills. It is crucial since students obligated to gain various skills to support their lives in the 21st century, besides having foreign language skills (Rakhmawati & Priyana, 2019). Meanwhile, the fact is that the current learning

materials used for teaching and learning still do not meet the complete elements of 21st-century skills. For instance, the instructions contained in them less promote students to have critical thinking (Nainggolan & Wirza 2020). Meanwhile, 21st-century skills such as global awareness, media literacy, information, communication, and technology need to be emphasized more in the instructions contained in teaching and learning materials (Rinekso, 2021).

The description elucidated becomes the ultimate trigger of the appearance of this research. The researcher attempts to develop a specifically designed module to study speaking at the university level since speaking is a skill that stands out, which is extremely difficult to improve (Apriani & Sari, 2020). It requires perseverance and continuous practice to communicate using English correctly and adequately. Thus, the English-speaking module can assist students in learning various expressions that will be in speaking at workplace. It provides a comprehensive list of phrases that are used in any job contexts. It also has extensive exercises and activities to help students practice and use the phrases.

To better understand the critical concepts in this research, here are several previous research related to the development of learning module: Meidayanti (2020), Agustiana (2021), Tarbiatunnisa (2021), Mukhoyyar (2018), Mohammad & Zakaria (2018), Syaprizal & Triyogo (2021), Nurjanah et al (2021), Syam (2020), Cramer et al (2018), Ahmad (2018), Pramesworo (2020). Those research reveal the development of English learning module for high school and college students. The prior research focused more on the learning materials that need to be achieved by students and those were less promoting the 21st century skills that supposed to be included in the part of module instructions. Meanwhile, the other aspects in the module such as material packaging, learning activities, and learning evaluation activities must be paid attention as well. Therefore, this research attempted to create a speaking module that not only focus on learning materials, but also focuses on the way the materials are displayed, the learning activities that can stimulate students to have 21st century skills, and the assessment tool in the module by conducting more investigation to the learners' needs.

1.2 Identification of the Problems

The problems had already been revealed in the background of the research generally. Here are the ultimate problems that discussed in this research:

1. Current teaching and learning speaking module less ease students to understand each topic. The material should be arranged briefly, concisely, and clearly so that students understand the essence of the topic they are studying.
2. The tasks and exercises contained in the teaching materials do not stimulate students to be active in speaking practice.
3. The instructions contained in the teaching materials less encourage students to have the 21st century skills.

1.3 Delimitation and Focus of Research

The researcher had determined limitations regarding the elements discussed in this research. First, the type of learning resource selected and studied is a module, not a textbook, handout, worksheet, or other ones. Second, the module merely focuses on speaking at workplace, not speaking for daily communication. Third, the target discussed in this research is English Language and Teaching Department students. In other words, the module is intended for tertiary education students, particularly the 2nd semester students, not primary school or high school learners. Fourth, this research emphasized developing an English-speaking module that covers 21st-century skills. To sum up, the research focuses on developing a module that contains registers that are commonly used at the workplace. It is specifically designed for English Language Teaching department students in the 21st century.

1.4 Research Questions

In line with the research background that already revealed, the researcher formulated these following research questions:

1. What are the characteristics of speaking-module needed by English Language Teaching Department students in the 21st century?
2. What are the components of speaking-module in the 21st century?
3. How is speaking-module for English language teaching department students in the 21st Century?

1.5 Aims of the Research

Regarding to the research question, these are the purposes of the research:

1. To reveal the characteristics of speaking-module needed by English Language Teaching Department students in the 21st century.
2. To reveal the components of speaking-module in the 21st century.
3. To elucidate the speaking-module for English language teaching department students in the 21st century.

1.6 Significances of the Research

Theoretically, the results of this research are beneficial as a source of knowledge for English language teaching and learning. Moreover, this research can contribute any information for further research regarding the English-speaking module. Practically, the module as the final product of this research provides various registers that are used at the workplace. It also has extensive exercises and activities to help students out practicing and using the registers.

In other words, it is positively be a teaching and learning resource in English Department besides coursebook. The English-speaking module expects to enhance students' speaking skills related to the utterances that are needed at workplace. More than that, students are expected to have 21st-century skills since the module also included the instructions that can stimulate them to obtain those skills.

1.7 Theoretical Foundation

This section discusses several theories related to the ultimate elements in this research. There are the essence, characteristics, types, and function of speaking skill; the definition, characteristics, principles, and structures of a module; the essence of curriculum applied in tertiary education and its provision; the definition and characteristics of adult learners; and the last discussion is concerning 21st century skills and learning model.

1.7.1 Speaking

Speaking is one of the main points of this research. It is necessary to reveal some aspects concerning speaking start from its definition, characteristics,

elements, function, basic types, to the assessment. The theories contribute in making any decisions while designing English-speaking module for students.

1.7.1.1 The Essence of Speaking

Speaking is one of the language skills that implements linguistic aspects as well as nonlinguistic elements in constructing the meaning to communicate with others (Mukhoyyar, 2018). Moreover, speaking is also defined as the process of transmitting ideas and information orally in various situations (Quianthy as cited in Permana & Arjulayana, 2021). Besides, Apriani & Sari (2020) claimed that speaking is one of four language skills that involve oral communication in conveying information, thoughts, and feelings. To sum up, speaking is the process of delivering any utterances to socialize with people.

1.7.1.2 Characteristics of Spoken Language

There are several things that need to be considered in learning speaking, one of them is characteristics. By understanding the characteristics of speaking, students will be easier to practice this skill. Halliday (1989, p. 31) stated several characteristics of spoken language, namely variation in speed - but it is generally faster than writing; loudness or quietness; gestures or body language; intonation; stress; rhythm; pitch range; pausing and phrasing.

1.7.1.3 Elements of Speaking

There are at least five components of speaking skill claimed by Syakur as cited in Andestina (2019):

1.7.1.3.1 Pronunciation

The manner in which a word is pronounced, including vowel sounds and the syllables on which emphasis is placed (Johnston et al, 2013, p. 74)

1.7.1.3.2 Grammar

It refers to both language users' subconscious internal system and linguists' explicit attempts to codify - or describe - that system. In terms of the latter, its scope can be broad enough to refer to the

abstract system underlying all languages (i.e., a universal grammar) or narrow sufficient to refer to the system underlying a specific language (Carter & Nunan, 2001, p. 34).

1.7.1.3.3 Vocabulary

It refers to all the words in a language that are understood by a particular person or group of people (Nordquist, 2019). Moreover, vocabulary is also defined as all the words for a specific language or subject (Cambridge Dictionary, 2022).

1.7.1.3.4 Fluency

The smoothness in uttering a speech, with no hesitations and vocalized pauses (Johnston, et al, 2013, p. 74). Students must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech if they want to speak fluently in English (Harmer, 2007, p. 343).

1.7.1.3.5 Comprehension

Comprehension refers to student's ability to grasp the essence of someone's utterances while communicating (Tarbiatunnisa, 2021).

1.7.1.4 Function of Speaking

There have been numerous attempts to categorize the purposes of speaking in human interaction. There are three functions of speaking: talk as interaction, talk as transaction, and talk as performance (Richards, 2008, p. 21). Each of these speech activities is slightly different regarding the form and function. It requires distinct teaching approaches as well.

1.7.1.4.1 Talk as Interaction

Talk as interaction refers to what most people mean by "conversation" and depicts interaction that serves primarily a social function. When people meet, they greet each other, engage in small talk, share recent experiences, and so on in order to be friendly and create a comfortable zone of interaction with others. The ultimate concern is with the speakers and how they want to

express themselves, not with the message. Understanding how to do the following things is one of several skills involved in talk as interaction: Opening and closing conversations; Small talk; Joking; Recounting personal incidents and experiences; Turn-taking; Adjacency pairs.

1.7.1.4.2 Talk as Transaction

The phrase "talk as transaction" refers to situations in which the emphasis is on what is said or done. The emphasis is on the message and making oneself understood clearly and accurately, rather than on the participants and how they interact socially with one another. Talk as transaction examples include: classroom group discussions and problem-solving activities; a class activity in which students create a poster; and speaking with a technician about necessary computer repairs. Making a phone call to obtain flight information; Asking for directions on the street; Buying something in a shop; and Ordering food in a restaurant.

1.7.1.4.3 Talk as Performance

Public speaking, or speaking in front of an audience, such as classroom presentations, public announcements, and speeches, is referred to as talk as performance. Talk as performance is typically monologue rather than dialog, follows a recognizable format (e.g., a welcome speech), and is more similar to written language than conversational language. Similarly, it is frequently evaluated based on its effectiveness or impact on the listener, which is not similar to talk as an interaction or transaction. Giving a class report on a school trip; leading a class debate; delivering a welcome speech; delivering a sales presentation; and delivering a lecture are all examples of talk as performance.

1.7.1.5 Basic Types of Speaking

Based on the performance of its use, speaking can be categorized into several types. Speaking consists of five types, there are imitative, intensive, responsive, interactive, extensive (Brown & Abeywickrama, 2019, pp. 157-158). To obtain further understanding, here are the more detailed explanation:

1.7.1.5.1 Imitative

Performance can be defined as the ability to imitate a word, phrase, or even a sentence at one end of the spectrum. Although this is a phonetic level of oral production, performance criteria may include prosodic (rhythm, intonation, etc.), grammatical, and lexical properties. It is only concerned with what is commonly known as "pronunciation"; no assumptions are made about test-takers' ability to understand, convey meaning, or participate in an interactive conversation. Listening's only role in this case is short-term storage, just long enough for the responder to remember the prompt.

1.7.1.5.2 Intensive

Another type of speaking that is frequently used in evaluation contexts is the production of short stretches of oral language designed to demonstrate competence within a narrow band of phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture), grammatical, lexical, and phrasal relationships. The speaker must be aware of semantic properties in order to respond, but interaction with an interlocutor or test administrator is at best minimal. Intensive assessment tasks include directed response tasks (requests for specific speech production), reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

1.7.1.5.3 Responsive

Interaction and test comprehension are included in responsive assessment tasks, but at a somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt to maintain authenticity, with only one or two follow-up questions or retorts.

1.7.1.5.4 Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction is classified into two types: (a) transactional language, which is used to exchange specific information, and (b) interpersonal exchanges, which are used to maintain social relationships. (In the preceding dialogue, A and B are transactional, while C is interpersonal). Oral production in interpersonal exchanges can become pragmatically complex due to the requirement to speak in a casual register and use colloquial language, ellipsis, slang, humour, and other sociolinguistic conventions.

1.7.1.5.5 Extensive (Monologue)

Speeches, oral presentations, and storytelling are examples of extensive oral production tasks in which the opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or completely eliminated. For lengthy tasks, language style is frequently more deliberate (planning is involved) and formal, but we cannot rule out certain informal monologues, such as casually delivered speech (e.g., recalling a vacation in the mountains, conveying a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

1.7.1.6 Assessment Test for Interactive Speaking

In assessing students' speaking skill, there are several activities available based on speaking types. It has been exposed that speaking has five types: imitative, intensive, responsive, interactive and extensive. Considering some characteristics of each type, it can be concluded that the speaking type in this research is intensive speaking. It is important to understand what speaking type will be practiced since every type of speaking has its own assessment. Here are three activities to assess students' interactive speaking skill revealed by Brown & Abeywickrama (2019, pp. 178-183)

1.7.1.6.1 Interview

As "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: An examiner and a test-taker talk in a direct face-to-face do questions and answers. The interview, which may be recorded for relistening, is then scored on One or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension.

1.7.1.6.2 Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. It frees the students to be slightly creative in their linguistic output. Also, role play allows some rehearsal time so that students are able to arrange what they are going to say. It also has the effect of reducing anxieties as students can, even for a few moments, take on the persona of someone other than themselves (Oradee in Brown & Abeywickrama, 2019, p. 183).

1.7.1.6.3 Discussions and Conversations

As formal assessment devices, discussions and conversations with and among groups of students are difficult to

specify and even more difficult to score. However, as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide. Discussions may be especially appropriate tasks through which to elicit and observe such abilities as: topic nomination, maintenance, and termination; attention getting, interrupting, floor holding, control; clarifying, questioning, paraphrasing; comprehension signals (nodding, "uh-huh," "hmm," etc.); negotiating meaning; intonation patterns for pragmatic effect; kinesics, eye contact, proxemics, body language; politeness, formality, and other sociolinguistic factors. Assessments of the performance of participants through scores or checklists (in which appropriate or inappropriate manifestations of any category are noted) should be carefully designed to suit the objectives of the observed discussion.

1.7.2 Module

This part covers some basic theories of module definition, its characteristics, criteria of proper module, the function of module, its principles, and structures of writing module. The underlaying theories are beneficial to help the research designing English-speaking module.

1.7.2.1 Definition of Module

Modules are subject matter that has been prepared and written so that students can absorb the material without much assistance from others (Institute for Educational Studies and Development (LKPP) Unhas, 2015). It can also be defined that Modules are training material that students can learn alone with little assistance from others (Munadi as cited in Perdana et al., 2017). Further definition is that learning module is a systematic educational procedure that included multiple teaching approaches for self-studying based on the variations of each individual. It could benefit students who are struggling to keep up with their studies. Learning through a learning module can help students understand their

competency or progress at each stage. The learning module may describe as an instructional innovation that enhanced pupils' higher learning capacity (Lawrence as cited in Chantarasombat & Rooyuenyong, 2020). The bottom line is that module is a teaching material that attempts to allow students to learn freely without the direction of the teacher, and it incorporates at least the essential components of the listed teaching resources. It requires students to study independently to boost learning motivation and learning outcomes (Majid, referenced in Rusmanto and Rukun, 2020).

1.7.2.2 Characteristics of Module

After discussing the definition of a module, the characteristics of module are essential to discuss to assist researchers in considering the elements that need to be included in learning module to produce a module that can truly meet the needs of students regarding learning tool in the 21st century. Here are criteria for a good module by Visser et al (2010): Connect to students' prior knowledge; Offer sufficient in-depth knowledge; Broaden the ability of students; Provide variation in skills and pedagogy; Be correct, clear, and structured; Show interrelationships between the content of the mono-disciplines; Have a social meaning and prepare students for follow-up studies; The interest of the students; Permit students to work independently with it; Include materials and facilities that are easy to achieve; Have a good teacher's guide.

1.7.2.3 Functions of Module

As it comes to self-study activities, modules can have a variety of meanings. People can learn whenever and wherever they want. Because the concept of learning has such characteristics, the learning activity itself is not limited to the problem of location, and people who live far from the event's centre can follow this learning pattern. The module writing has the following goals in this regard; Clarify and simplify the presentation of the message so that it is not too verbal; Overcoming limitations in time, space, and senses, for both learners and teachers/instructors; Can be used in a

variety of ways, including increasing motivation and passion for learning; developing the ability to interact directly with the environment and other learning resources that allow students or learners to learn independently based on their abilities and interests; Allows students or learners to measure or evaluate their own learning outcomes.

1.7.2.4 Principles of Writing Module

The module is a form of learning media that can perform the same functions as a teacher/trainer in face-to-face learning. As a result, the module's writing must be based on learning principles and how teachers/trainers teach and students receive lessons. Learning is the process of changing one's behaviour as a result of a stimulus/stimulus from the environment. In this regard, module creation is guided by the principles outlined below (Ministry of Education, 2008, p.9): Learning participants must be clearly given the learning outcomes that become the learning objectives so that they can prepare expectations and weigh for themselves whether or not they have achieved these goals when doing learning using the module; Learners must be tested to determine whether or not they have met the learning objectives. As a result, when developing modules, tests must be integrated into learning in order to assess achievement of learning objectives and provide appropriate feedback; Teaching materials need to be ordered in such a way as to make it easier for students to learn them. The order of the teaching materials is from easy to difficult, from known to unknown, from knowledge to application; Students need to be provided with feedback so that they can monitor the learning process and get improvements when needed. For example, by providing criteria for the results of tests carried out independently; Learning is a process that requires the use of memory, motivation, and critical thinking. The number of things that can be learned is determined by processing capacity, processing depth, and the amount of effort that students put forth in receiving and processing information.

1.7.2.6 The Structure of Writing Module

In designing a learning module, the researcher follows the structure of module developed by The Commonwealth of Learning (2012). It provides simple and obvious points. The most importantly, the structure is in line with students' need.

1.7.2.6.1 Title Page

The title of the module needs to be eye catching and provide an overview of the material covered. For instance, a module on "Waste Management" can be made interesting and reflects the content of the material with the module title "Planning and Implementing Effective Waste Management" (Directorate of Education Stuff, 2008).

1.7.2.6.2 Acknowledgement

This is the section when the author thanks everyone that helped or contributed to module development.

1.7.2.6.3 Table of Contents

The table of contents presents the topics covered. The topics are sorted by the order in which they appear in the module. Learners can see what topics are available in the module. The table of contents also includes page numbers to make it easier for students to find topics.

1.7.2.6.4 Module Overview

The module overview gives students general introduction to the module. It also contains the objectives of module, the outcome of the module, and time frame. Time frame provides information on the amount of time needed by students to learn all of topics in the module.

1.7.2.6.5 Introduction

The purpose of an introduction to a module is to provide an overview of the module material's content and its learning objectives; persuade students that the material to be studied can be

useful to them; align learners' expectations about the material to be studied (Directorate of Education Stuff, 2008).

1.7.2.6.6 Learning Activities

Learning activities are started from understanding the material up to speaking practice. Right after introduction, there will be material description. It is a detailed explanation of the learning material presented in the module. Organize the learning material's contents in a systematic order and arrangement to make it easier for students to understand the learning material.

1.7.2.6.7 Summary

The summary is a section of the module that restate the main points discussed in the module. The summary should be no more than three paragraphs.

1.7.2.6.8 Reflections

Reflection is the activity of providing feedback from students after following a series of teaching and learning processes within a certain period of time. The purpose of giving reflection is to express constructive impressions, messages, hopes, and criticisms of the learning that students have received to the teacher with honest feelings and without any pressures.

1.7.2.6.9 Assessment

Each unit of module consists of assessment activity. The assessments can be intended for self development purposes. Assessment is also meant to encourage students to think about and devise some innovative teaching practices that could make teaching more exciting and relevant to students. All assessments are completed at the end of every unit.

1.7.2.6.10 Glossary

Glossary includes definitions of words or other elements that appear in the module, particularly in material descriptions. The glossary usually appears in alphabetical order.

1.7.2.6.11 References

This section contains the reading resources used for the learning materials contained in the module.

1.7.3 Curriculum

The higher education curriculum is a program to produce graduates, so the program should ensure that graduates have attitudes, knowledge, and skills that are in line with the expectations of society and the working life. The issuance of Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualifications Framework seeks to bring the world of education closer to job training and work experience (Gumiandari & Ghazali, 2018, p. 2). In other words, graduates of higher education have at least learning outcomes as well as the competencies possessed by someone who has attended job training or work experience. Therefore, the purpose of the Presidential Regulation is to match, equalize and integrate the fields of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.

1.7.3.1 The Essence of KKNI

Here is the essence of KKNI described by Gumiandari & Ghazali (2018, p. 22). KKNI is a framework for grading competency qualifications that can juxtapose, equalize, and integrate between the field of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors. KKNI is the embodiment of the quality and identity of the Indonesian nation in relation to the national education and training system owned by the Indonesian state. Through this KKNI, it is possible for educational outcomes, especially higher education, to be equipped with measuring devices that make it easier to make adjustments and alignments with the educational outcomes of other nations in the world. KKNI is also a tool that can screen only qualified people or human resources who can enter Indonesia. Therefore, a qualification ladder has been established to facilitate the education of someone who has work

experience or has learning achievements to take formal education to a higher level/level and/or; Gain recognition of the qualifications of graduates of certain types of education from universities.

Learning outcomes of non-formal education, informal education, and work experience can be equated with certain qualification levels in higher education. Equalization of learning outcomes of non-formal education, informal education, and work experience in higher education is applied starting from qualification level 3 (three) as the lowest level to qualification level 9 (nine) as the highest level. These levels are equivalent to formal education levels as follows: level 3 is equivalent to diploma 1 graduates; level 4 is equivalent to diploma 2 graduates; level 5 is equivalent to diploma 3 graduates; level 6 is equivalent to diploma 4 graduates or applied and undergraduate degrees; level 7 is equivalent to a graduate of professional education; level 8 is equivalent to a graduate of an applied master, master, or specialist one; level 9 is equivalent to a graduate of applied doctoral education, doctorate or specialist two.

1.7.3.2 Duties and Functions of Universities based on KKNI

In implementing the KKNI in the field of higher education, universities have the following duties and functions claimed by Gumiandari & Ghazali (2018, p. 23): Each study program is required to compile a description of learning achievements at least referring to the KKNI in the field of higher education according to the level; Each study program is required to compile a curriculum, implement, and evaluate the implementation of the curriculum referring to the KKNI in the field of higher education in accordance with policies, regulations, and guidelines regarding the preparation of the study program curriculum; Each study program is required to develop an internal quality assurance system to ensure the fulfillment of study program learning outcomes.

1.7.3.3 The Depth of Study Material

The depth of the study material is the level of depth of the study material seen from the level of learning achievement in the sub-topic. This can be based on the gradation of knowledge according to Bloom's taxonomy, namely: knowing = 1, understanding = 2, applying = 3, and analyzing = 4, evaluating = 5, creating = 6. For example, for the ability to understand the material "characteristics of students" the depth is 2. The level of depth and breadth of study materials according to the CP of knowledge per graduate level which is generally used in PTKI claimed by Gumiandari & Ghazali (2018, p. 25):

1.7.3.3.1 Undergraduate level (S1)/Level 6

Mastering the theoretical concepts of certain areas of knowledge and skills in general and the theoretical concepts of specific sections in those areas of knowledge and skills in depth.

1.7.3.3.2 Professional Education Level/Level 7

Mastering the theory of application of certain fields of knowledge and skills.

1.7.3.3.4 Master level (S2) / Level 8

Mastering theory and theory of application of certain fields of knowledge based on inter- and multi-disciplinary study approaches.

1.7.3.3.5 Doctoral level (S3)/ Level 9

Mastering the scientific philosophy of certain fields of knowledge and skills based on an inter, multi, and trans-disciplinary study approach.

1.7.4 Adult Learners

This section provides some theories regarding to the essence of adult learners and its characteristics. This information can assist the researcher in designing suitable English-speaking module for adult learners.

1.7.4.1 Definition of Adult Learners

The adults are the individuals, who are above 18 years of age. They carry out their responsibilities in an appropriate manner, they are required to augment their knowledge, competencies and abilities (Kapur, 2019). When it comes to learner, it possibly defines that Adult learner is a student who is age 24 years or older when he/she enrolling in an institute of higher education as an undergraduate student (IGI Global, 2022). Adult learners are mature and understanding (Svetina, & Perme as cited in Kapur, 2019). When they are engaged in learning, they need to augment their understanding in terms of number of activities and tasks. These include, completion of class assignments, homework assignments, projects, preparation for tests and competitions and so forth (Kapur, 2019).

1.7.4.2 Characteristics of Adult Learners

There are several characteristics of adult learner that is able to help the researcher designing the module that suitable for their age. Harmer (2007, p. 84) claimed that adult language learners are notable for a number of special characteristics: They are capable of engaging in abstract thought. This implies that we do not have to rely solely on activities like games and songs, even though these may be appropriate for some students; They have a wide range of life experience from which to draw; They have expectation about the learning process, and they already have their own set patterns of learning; Adults, on average, are more disciplined than other age groups, and crucially, they are often willing to struggle on despite boredom; They come into the classroom with a wealth of experience, allowing teachers to engage them in a variety of activities; Unlike young children and teenagers, they frequently understand why they are learning and what they hope to gain from it. That is why motivation is such an important factor in successful learning, and knowing what they want to achieve is a big part of that. Many adult learners can maintain motivation by focusing on a distant goal in a way that teenagers find more difficult.

1.7.5 The 21ˢᵗ Century Skills

This section discusses some important things of the 21ˢᵗ century, including skills in the 21ˢᵗ century, and various learning models that are able to stimulate students to gain 21ˢᵗ century skills.

1.7.5.1 Skills in the 21ˢᵗ Century

In studying English in the 21st century, there are some skills that appointed as characteristics of 21ˢᵗ century learning, namely *critical thinking, problem solving, communication, and collaboration* (Howlett & Waemusa, 2019). On the other hand, Lamb, Quentin and Esther in Rinekso (2021) revealed the other key skills in the 21ˢᵗ Century, as follows:

1.7.5.1.1 Critical Thinking refers to the ability to assess the value of a claim or information and come to a conclusion about what to believe or to do about it.

1.7.5.1.2 Creativity is closely correlated with critical thinking. Creativity can be seen as a skill sitting at the intersection between the individual and society and creative skills can be restricted to specific social context.

1.7.5.1.3 Metacognition is about an individual's cognitive processes and activity. It is also closely related to self-regulated learning

1.7.5.1.4 Problem solving Refers to the selection of strategies to solve problems, the application of strategies used to solve problems and the monitoring of the strategy used to solve problems

1.7.5.1.5 Collaboration is often conceived as a social skill, alongside assertiveness, responsibility, and empathy.

1.7.5.1.6 Motivation defined as the impetus to engage in purposive behavior.

1.7.5.1.7 Self-efficacy defined as perceived ability to succeed.

1.7.5.1.8 Conscientiousness defined as a form of self-discipline.

1.7.5.1.9 Grit/ perseverance defined as a form of persistence.

1.7.5.2 Learning Models in the 21st Century

There are some learning models that cover 21st century skills. These various models can be expected to stimulate students in acquiring skills they needed to confront today's world. Here is the 21st century learning models revealed by Menggo (2020):

1.7.5.2.1 Communication and collaboration

Students' oral communication skills can be improved by studying together. Furthermore, learning together helps students overcome anxiety and nervousness, improve social skills and critical thinking, encourage reciprocal interactions, and prepare students for the challenges of the workplace, where communication and collaboration skills are clearly required in a variety of jobs/professions. Cooperative learning, communicative language learning, and small group discussion are the examples of appropriate and appropriate learning models to be used in the learning process.

1.7.5.2.2 Critical thinking and problem solving

The right and appropriate learning models to apply to the learning process are problem-based learning, question-answer relationships, group discussions, and project-based learning. Activities in these learning models have a significant impact on students' critical thinking awareness. Having critical thinking influences students to enhance their oral communication skills.

1.7.5.2.3 Creativity and Innovation

Students are encouraged to be creative, elaborate their ideas in discussions, demonstrate originality, be open to different perspectives, and contribute to the topics presented in class in some exercises and assignments. Project-based learning, peer tutoring, and group discussions are appropriate learning models that is possibly applied to learning process.

1.7.5.2.4 Information Literacy

Learning activities are designed to enable students to access, evaluate, use, and organize information that is relevant to a variety of learning topics. Contextual learning and society-integrated learning are appropriate learning models to use in the learning process. Information literacy enables students to evaluate and use information sources in the appropriate context, as well as encourages them to generate and disseminate knowledge.

1.7.5.2.5 Media Literacy

Learning activities are formed to assist students be able to choose and develop the media used to support the achievement of students' language communication competence. Project-based learning, multimedia presentations, and collaborative learning are such suitable learning models to be implemented in the learning process.

1.7.5.2.6 ICT Literacy

Youtube video and speech recognition software are fascinating because they can create fun learning vibes. That can boost students' motivation to learn languages, and help them to become autonomous learners. Personal presentations, multimedia presentations, collaborative learning, project-based learning are learning models that possibly stimulate students to have ICT literacy.

1.7.5.2.7 Leadership and Responsibility

Problem-based learning, project-based learning, collaborative learning, group presentations, and personal presentations are all suitable learning models to implement in the classroom to trigger students to use interpersonal and problem-solving skills to strengthen, lead, and take responsibility for the assigned task.

After explaining any significant points of this research, the researcher believes that these points are interrelated to each other. Module is a medium that assist teacher and students during teaching nor learning process. It provides various learning material that support students to practice their speaking skill. Some theories have been revealed specifically to construct new version of English-speaking module. There are some rules or structures in writing a module that must be taken into account in order to produce suitable module for students. Besides, speaking material is designed by considering students' need.

1.8 Previous Studies

Several researchers had conducted the research related to developing module for English language teaching and learning. The prior research regarding to module for EFL learners will be elucidated in the following discussion:

The first research was conducted by Syaprizal & Triyogo (2021). They carried out a research entitled "Contextual-Based English Module Development to Improve Speaking Skills of Students of Class X Sma Negeri 1 Muara Beliti" in which discussed the development of a contextual-based English learning module for high school students, as well as the improvement of students' speaking skills as a result of using the developed English learning module. This study employed the research and development (R&D) method, with the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model serving as the research stages. In terms of student achievement, the final result concluded that the use of the module is efficient for learning speaking skills. The data show that the module improves students' speaking skills about English concepts, vocabulary, and grammar (grammar).

The second research was carried out by Nurjanah et al (2021). They conducted a research entitled "Developing Modelling-Based Speaking Module for Informal Interaction to Support Independent Learning of Speaking Skill". The ultimate goal of this research was to observe what kind of speaking module is needed by students and develop a modeling-based speaking module in informal interaction to support the independent learning process. This is a research and development method with ten steps of development by Borg and Gall. The results

show students need a module that can give them examples of how to pronounce words but not phonetic transcription. A module is then developed containing various daily expressions accompanied by a USB flash drive containing recordings of a native speaker giving examples or models on how to pronounce the phrases accurately. Students are expected to be able to imitate the examples whenever they need until they can produce correct pronunciation and intonation

The third research was conducted by Syam (2020), he carried out a study entitled "Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo". This research aimed to develop an appropriate module according to the writing needs of the learners. The researcher focused on the fourth-semester students of English Department at the State Islamic Institute of Palopo (2018/2019). The research method applied was Research and Development. The researcher used the ADDIE model. The ADDIE model consisted of five stages: analysis, design, development, implementation, and evaluation. The researcher employed questionnaires and documents as the instruments of the research. The results of expert validation showed that the module got an outstanding category of the content, the design, and the media.

The fourth research was conducted by Tarbiatunnisa (2021). She carried out a research entitled "Developing Basic English Speaking Module for The English Club Program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo". The purpose of this study was to create a suitable Basic English Speaking Module for the English Club program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo. ADDIE models were used in the research design, which was Research and Development. It is divided into five stages: analysis, design, development, implementation, and evaluation. Using a task-based language approach, the speaking module was created in response to the results of the Datok Sulaiman English Club Program's needs analysis. Several instruments were used in this study, including a questionnaire and an interview for need analysis, an expert validation questionnaire for module validation, and a questionnaire for student perception. Furthermore, the findings revealed that the students' speaking abilities were primarily at the lower and upper levels.

After describing several previous studies that discussed developing modules for English language teaching and learning, the researchers found some similarities and differences in terms of content and research techniques. Those researches have in common that both previous and current research discuss designing and creating English modules. Meanwhile, the gaps between previous research and recent research are: In the research conducted by Syaprizal & Triyogo (2021) and Tarbiatunnisa (2021), the first researchers designed an English-speaking module for high school students, ten graders. Whereas the second researcher focused on developing a module for English Club is, a language program provided by the school as an extra class. In addition, the first researchers also attempted to find out the improvement of students' speaking skills after using the developed English learning module.

Meanwhile, the current research developed the module for English department students, specifically 1st-semester students. Besides, the module in the previous study did not explain the module's content related to the topic, and learning objectives did not present. Researchers are more focused on the function of the application of the module. In the current research, the researcher focuses on content and other elements in this module, focusing on speaking and 21st-century skills. Moreover, the research conducted by Nurjanah et al (2021) and Syam (2020) focused on designing English modules for tertiary education students, which is in line with the current research. Yet, the first research carried out by Nurjanah et al (2021) implemented research development from Borg and Gall. The second research from Syam (2020) concerned writing skills using questionnaires and documents to collect data. Meanwhile, this current research focused on speaking skills and used the ADDIE model of research and development method using interview and documents data collection techniques.

1.9 Frame of Thought

It has been stated that there are various teaching materials in teaching nor learning speaking. One of the frequently used teaching materials is module. English-speaking module is teaching material that assists students for Speaking practices independently. But the quality of learning module must continue to be developed in quality. This research discusses the development process of an

English-Speaking module. The process begins by analysing student needs, finding out the characteristics of an ideal learning module, after which it starts making a module design. The preparation of the module in this research is certainly based on the needs of English language teaching students which include simple and contextual material packaging and learning models that focus on the application of 21st Century Skills. To sum up the correlation between each point discussed, figure 1 have been designed by the researcher:
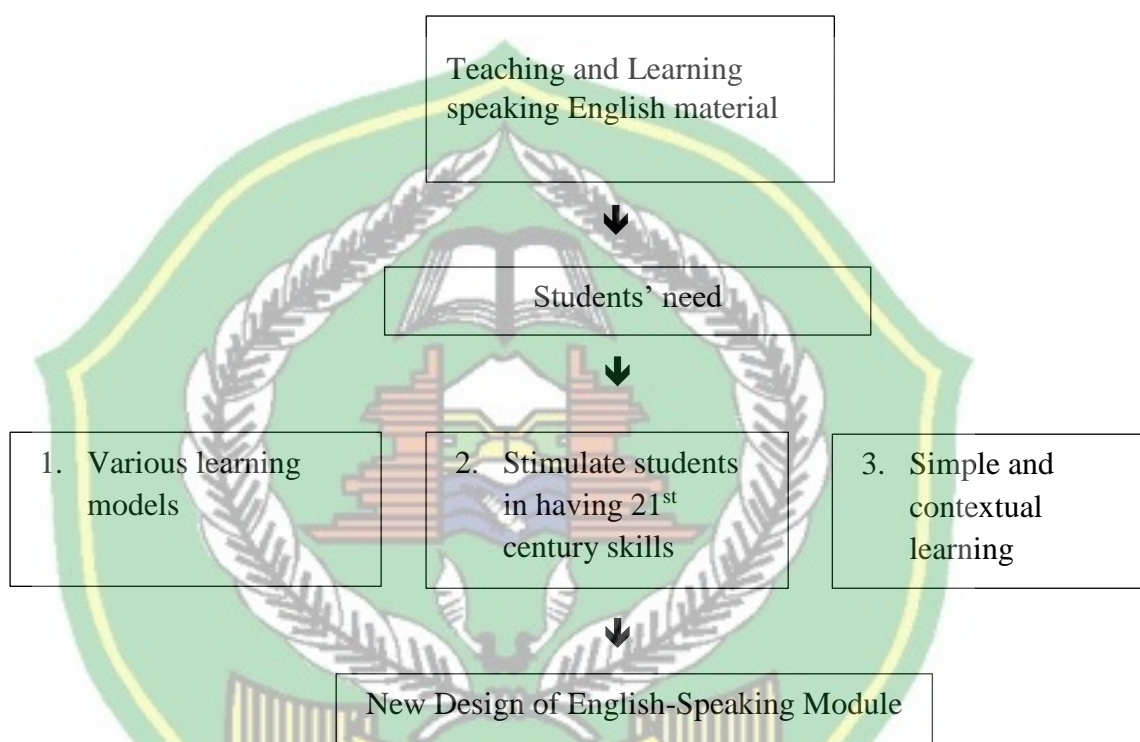

Figure 1.1 Frame of thought

1.10 Research Method

This section discusses some points regarding to research design and steps of the research, types and sources of data, data collection techniques and instruments, data analysis techniques, and research timeline.

1.10.1 Research Design and Steps of the Research

This research implemented Research and Development (R & D) design. R&D design is applied since this research is concerning to collect data and

develop them to something innovative, such as a product by using several needed tools. By definition, educational R&D is "an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards" (Gall et al., 2003, p. 569).

Furthermore, there are several steps of conducting Research and Development adopted from Akker et al (1999, pp. 162-163) as follows:

1. Analysis
2. Design
3. Development
4. Implementation
5. Evaluation

Nevertheless, the stages are adjusted to the needs of the research conducted (The Institute of Education Science, U.S Department of Education and the National Science Foundation, 2013, p.47). The researcher merely adapted three stages out of the five steps above to be completed. Cahyadi (2019) reveals each of the steps that are in line with developing learning materials. Here is the breakdown:

1.10.1.1 Analysis

In this stage, the main activity is to analyze the need to develop learning materials regarding the characteristics of a good module and the module criteria needed by students to support the learning process both in class and independently including learning objectives and the concepts of learning material.

1.10.1.2 Design

The design stages include several planning for the development of learning materials including the following activities: Preparation of learning materials in contextual learning by examining core competencies and basic competencies to determine learning materials based on facts, concepts, principles and procedures, allocation of

learning time, indicators and instruments student assessment; Designing learning scenarios or teaching and learning activities with a learning approach; Designing learning materials and learning evaluation tools.

1.10.1.3 Development

This development stage contains the product design realization activities and product validation. The conceptual framework that has been prepared in the previous stage is realized in the form of module development products. Then, the draft of development product is being validated by expert.

1.10.2 Types and Sources of Data

Types and sources of data are included to fundamental aspects. It contributes to the problem-solving process contained in a research. Every problem can be solved if it is supported by accurate and relevant data. Without such accurate and relevant data, the research objectives will not be possible to achieve. Generally, there are two sort of data sources, namely primary data sources and secondary data sources (Samsu, 2017). Primary data is any data obtained directly from the first source, either through observation or interviews with respondents and informants.

In this research, the primary data was taken from lecturers and several students of English Language Teaching Department of IAIN Syekh Nurjati Cirebon. Informants were chosen by using purposive sampling. The goal is to select people that can provide the richest and most detailed information to assist answering the research questions (Lodico et al., 2010, p. 134). The type of purposeful sampling has been considered based on the need of the research. Typical case sampling is the best one to answer the research questions. By typical case sampling, individuals are selected because they have characteristics or experiences that are representative of many others (Lodico et al., 2010, p.135). In this case, the informants that were picked up are the lecturers who teach English at workplace course and the students that take or took English at workplace course.

Meanwhile, secondary data is data obtained from a second source which aims to support and complete the main data (Samsu, 2017, p. 95). The

secondary data of this research includes lesson plan as internal data source, documents, and articles related to developing English module as external data source. In constructing speaking module, every data is combined to generate the product wanted.

1.10.3 Data Collection Techniques and Instruments

This section presents data collection techniques employed in this study and the individual instruments used to gather data. The data collection techniques of the research are varied, as critical literature review, document analysis, and interview. It means that this research used triangulation data. The term triangulation refers to the practice of using multiple sources of data or multiple approaches to analysing data to enhance the credibility of a research study (Charter, 2014).

1.10.3.1 Critical Literature Review

Critical literature review is a technique of collecting data by analysing the positives as well as negative features of literatures (Jesson et al., 2011, p. 16). It is such an investigation concerning the strength and weaknesses of prior research and it is followed by criticism. The critic compares some research, then reveals how the ideas or theories of those research might be improved or have completed each other's thought. In other words, this leads to the development and advancement of the theory, closes research gaps, and identifies areas where previous research has been lacking (Al-Emran et al as cited in Nashruddin & Mustaqimah, 2020).

1.10.3.2 Document Analysis

Document analysis is done by studying the document that was collected (Aruan, 2017). The document analyzed in this research is syllabus of speaking in the workplace course which is used as a learning guide for one semester in the 2021/2022 academic year.

1.10.3.3 Interview

The researcher used semi-structured interviews to obtain further data after the document analysis process. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions (Doyle, 2020). Although the interview was directed by a list of questions, it is possible to raise new questions whose ideas arise spontaneously according to the context of the conversation (Suyitno, 2018, p.114). In collecting data by this technique, the instrument used is a list of questions, tape recorder, and a camera. It is important to have a list of questions so that the data can be asked and clarified systematically (Darmayenti et al., 2021). The list of questions is related to the structure of the module, learning material, speaking assessment, learning model, and media.

1.10.3.4 Questionnaire

The researcher used a questionnaire to validate the learning module that has been designed. This product validation stage is important to be conducted to determine the quality of a learning module before it is implemented as student teaching materials. To validate the product, the researcher uses a checklist adapted from the Ontario Ministry of Training, Colleges and Universities (2011) that contains the category and values from the 4-1 range There are several points of each category that must be proven before the module is tested in the field, including the quality of the content, the level of effectiveness of the module as a teaching and learning tool, then the level of practicality for teachers and students.

1.10.4 Data Analysis Techniques

This section reveals how three data collection techniques of the research are analysed in detail. Speaking of the process of analysing data, every technique has different stages to apply.

1.10.4.1 Critical Literature Review

Here are the stages of carrying out a systematic review exposed by Jesson et al (2011, p. 12):

1.10.4.1.1 Defining the research question

The process begins with identifying the research topic, then narrowing it down by sharpening its focus, and finally formulating a research question.

1.10.4.1.2 Designing the plan

After developing the research question, it is critical to determine inclusion and exclusion criteria. Inclusion is something that should be in the journals. While the exclusion is anything that does not exist in the journal. Inclusion and exclusion criteria provide researchers with a clear decision-making framework for determining the relevance of included works (Carnwell & Daly as cited in Nashruddin & Mustaqimah, 2020)

1.10.4.1.3 Searching for literature

The following step is to search for articles with content relevant to the research question. The article must be from a reputable journal and the content must be able to answer research questions.

1.10.4.1.4 Applying exclusion and inclusion criteria

The quality of a journal and the content of articles need to be considered properly based on the things that have been determined in inclusion and exclusion.

Inclusion	Exclusion
a. Should be published in 2012 and 2022 b. Should contain some characteristics of proper learning module	a. Journals which are not related to language teaching and learning b. Journals that do not discuss characteristics of proper learning module c. Not indexed nationally or internationally

c. Journal indexed nationally (SINTA, IPI) or internationally (Scopus) d. Related to language teaching and learning	

<center>Table 1.1. Literature selection</center>

Besides inclusion and exclusion, the researcher must consider some criteria in selecting journals that includes indexing status, impact factor score (journal or author), and journal operation (Suiter & Sarli, 2019). Those factors are important to guarantee the quality of journals. To put it another way, a journal that is indexed by a national or international index system (for example, SINTA (Indonesia indexing database), SCOPUS, and Google Scholar) must go through a vetting process before being included in reputable bibliographic databases ("What are journal indexes?") (Nashruddin & Mustaqimah, 2020). Whereas, impact factor scores are calculated for indexed journals in the Web of Science and Scopus databases, and the calculations are based on the number of citations received by journal publications within a specific timeframe. Meanwhile, DOI and ISSN are two criteria that need to be paid attention to and checked. a Digital Object Identifier (DOI) is assigned to articles or an International Standard Serial Number (ISSN) is assigned to the journal (Suiter & Sarli, 2019).

Indexing Status	SINTA or SCOPUS or Google Scholar
Impact Factor Score	SINTA: S4 (minimum) SCOPUS/Scimago journal rank: Q3 (minimum) Google Scholar: H-index 4 (minimum)

Journal Operation	DOI or, ISSN

Table 1.2. Specific literature selection criteria

1.10.4.1.5 Applying quality assessment

The next stage is to provide a quality assessment of the selected articles by analyzing the structure and content.

1.10.4.1.6 Synthesizing

In this stage, there is the process of combining separate elements from each research into logical points to produce a coherent argument, theory, and conclusion. It begun by grouping the sources, comparing, and contrasting them based on related research areas and purposes.

1.10.4.2 Document Analysis

In this research, document analysis process is very simple. After gaining English in the workplace syllabus from the lecturer, the researcher merely focused on analyzing the content or topics contained in lesson plan, as well as the learning methods. The purpose of the analysis is to determine what topics should be taught in English in the workplace courses. The list of topics will be confirmed by the informants during interview session, along with questions regarding to the other topics that students have to learn to prepare them for the working life.

1.10.4.3 Interview

Here are the stages of data analysis model proposed by Miles and Huberman (Sugiyono, 2013, 246-252):

1.10.4.3.1 Reducing Data

Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Thus the data that has been reduced will

provide a clearer picture, and make it easier for researchers to carry out further data collection, only if it is needed.

1.10.4.3.2 Displaying Data

After the data is reduced, the next step is to display the data. In this case, data presentation is done in the form of a description. By displaying the data, it will be easier to understand what is happening and plan the next steps based on what has been understood from the data.

1.10.4.3.3 Drawing Conclusion

After the data from interviews were reduced and transcribed, conclusions were drawn regarding each point that was asked to all informants. The initial conclusions put forward are still tentative and will change if there is no strong evidence to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence, then the conclusions put forward are credible conclusions.

1.10.4.4 Questionnaire

The data was analyzed through a quantitative descriptive method by calculating the number of values given by the validator for each indicator then converted into percentage form and the obtained feasibility score is matched with predetermined criteria. To determine the results of the percentage score of the questionnaire checklist, the researcher used the following formula (Tarbiatunnisa, 2021):

$$Percentage = \frac{S}{N} \times 100\%$$

Notes:

S = Total score

N = Maximum score

Feasibility Score	Criteria
100% - 81%	Very Feasible
80% - 61%	Feasible
60% - 41%	Quite Feasible

< 40%	Not Feasible

Table 1.3 Criteria of Feasibility

1.10.4 Research Timeline

The following table is portrayed the chronological order of activities in this research. It starts from the initial stages up to the final one.

No.	Activities	Target Date				
		January	February	March	April	May
1.	Research proposal arrangement	■	■			
2.	Research proposal approval		■			
3.	Data collection			■		
4.	Data analysis			■		
5.	Chapter 2 and 3 arrangement				■	■
6.	Research report and finalization					■

Table 1.4 Research timeline