

CHAPTER I

INTRODUCTION

This chapter discuss about the background of the research, identification of the issue, limitations, research questions, aims, significances of the research, theoretical foundation, research method, and data analysis.

1.1 Research Background

Teaching materials are tools that can support success in the teaching and learning process in the classroom. The use of teaching materials is very helpful for teachers in delivering material to increase student involvement in the learning process. Teaching materials are an important part of the learning process because they determine whether or not the goals are met. According to Prastowo (2015, p. 16) teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material in question is in the form of material or unwritten. The teaching materials described above are interpreted as a set of teaching materials that are presented systematically so that they can be used to learn with or without a facilitator or educator. There are various kinds of teaching materials, some are in the form of electronic and printed.

However, with the limited use of electronic devices while studying, learning materials that can be accessed by students are needed. For example, there are still many schools that have limitations in facilitating the use of teaching materials, such as the distribution of textbooks and other student learning support books; while the module can help students learn, without the module, students become confused while studying. When combined with teachers who do not know which books are appropriate and meet the standards to be used as teaching materials in the classroom, the lack of textbooks in schools can hinder or reduce student and teacher motivation (Listia, 2016, p. 471). Meanwhile, teachers must be able to "think outside the classroom box" if this continues, meaning that as a

teacher they must be progressive outside traditional models towards learning in innovative ways (Hampson in Handayani, 2018, p. 15).

The formation of education in the 21st century has been marked by such a development. Learning resources can be formulated as something that can be used to support and facilitate the learning process (Dale in Purnama, 2018, p. 14). From the explanation, it can be seen that learning resources are needed during the learning process. Meanwhile, according to the Association for Educational Communication and Technology (AECT), all sources in the form of data, people, and certain forms can be used by students in learning, either separately or in combination, making it easier for students to achieve learning target.

The use of teaching materials is very important for the teaching and learning process in the classroom. For example, to aid grammar in the sentences. The grammar of a language is a set of rules that govern its constituent parts (Coghil in Meilani & Nasir 2016). Grammar determines how words are arranged to form meaningful language units that derive meaning from a sentence. One of the basics of learning English is learning tenses (Sari & Hartanto, 2016). The tenses used in the text are varied, for example, the simple present tense. Simple present tense is a form of verb to express facts, habits, or events that are happening at the moment. This form of the verb is used most often in English. (Meilani & Nasir, 2016, p. 10).

Teaching materials are crucial to the implementation of education. Through teaching materials, teachers will find it easier to carry out learning, and students will be more assisted and easier at learning. Teaching materials can be made in a form that suits the needs and characteristics of the teaching materials that will be presented in class. Basically, teaching materials are fields of study that are given to students according to the curriculum they use (Sudjana, 2010, p. 79).

Teaching materials consist of several types and, according to Prastowo (2013), can be divided into four types: printed teaching materials, listening teaching materials (audio), hearing teaching materials (audio visual), and interactive teaching materials. The module is one of the learning and teaching materials; it means communication in the form of print and audio-visual,

including hardware technology (Nea in Sumiharsono, Hasanah, 2017, p. 3). The utilization of learning module media can assist students in understanding the material.

One of the learning media is printed module, according to Prastowo (2013), can be divided into four types of teaching materials: printed teaching materials, listening teaching materials, hearing teaching materials, and interactive teaching materials. The printed material media was chosen because of its benefits, such as its ability to contain a large amount of information related to the subject matter (students can adapt to the media both in terms of their needs (interest) and their speed of learning (students can easily read the media). anywhere attractive pictures and colors will make students diligent readers, and if there are revisions or errors, they can be corrected easily. (Susilana & Riyana, 2009).

Speaking, reading, writing, and listening are four basic skills that must be learned by the students in the English-learning process. Writing is the author's ability to express ideas that produce results. Writing is the act of capturing language on a piece of paper or in any other format in order to represent the writer's concept and message, including the use of vocabulary and language structure (Anjayani & Suprpto, 2016). There are several types of text in writing, including descriptive text, procedure text, and report text in simple present tense.

Because of the differences in patterns between the two languages, learning English grammar is challenging for Indonesian students. In most cases, students are still influenced by Indonesian while composing sentences. According to Mantasiah et al. (2018), Indonesian students tend to utilize Bahasa Indonesian grammatical rules when writing, translating, and speaking English sentences. In other words, students tend to write, translate, and write using Indonesian rules instead of academic English rules.

Given the importance of understanding tenses patterns for students in making sentences and the number of difficulties faced by students, it is necessary to assess students' learning difficulties in using tenses. One of the basics of learning English is learning tenses (Sari & Hartanto, 2016). This needs to be done so that teachers can find out that students' difficulties lie in mastering simple

present tense patterns and formulas so that teachers can minimize mistakes made by students in working on tenses, especially in the simple present tense (Syakur & Rakhmawati, 2014, p. 62). In addition, the teacher can also find out the factors that cause students to have difficulty learning tenses.

Moreover, this era is the 21st century, where all information can be obtained easily with technology or the use of ICT. In the field of education, which includes both teachers and students, using ICT can be more convenient for them. Transformation of ICT in the teaching and learning process from teacher-centered to student-centered (Sumardi, Rohman, & Wahyudiati 2020, p. 358) The main characteristics of the 21st century are student-centered learning, using learning methods that encourage collaboration between students and build student knowledge, completing learning materials, and involving technology in the teaching and learning process (Sumardi, Rohman & Wahyudiati, 2020, p. 360). In addition, learning in the 21st century has skills that must be applied by teachers or students.

In the teaching and learning process, teachers have teaching material to teach the material presented to students to make it easier to understand. Teachers need to develop existing teaching materials for several reasons, including the availability of teaching materials in accordance with curriculum demands, target characteristics, and learning problem-solving demands. Moreover, research in the area of developing learning modules in the 21st century included some clusters. **Various types of teaching material** (Tamrin, Azkiya, and Sri, 2017; Simsek & Dündar, 2018; Munthe, 2019; Masriani & Mayar, 2021) **Learning module** (Ellizar, Bayharti, & Andromeda, 2013; Ellizar, Hardeli, Beltris, & Suharni, 2018; Nisak and Yulkifli, 2020; Nguyen Thi Hong Nhat, 2021); **EFL learning in the 21st century** (Bao, Hang, Liu, Xia, Wang, & Wang, 2017; Sholehah, 2019; Avsar, 2017; Saleh, 2019) **Another cluster is the teaching strategy** (Hashemi & Daneshfar, 2018; Bai & Qei, 2018; Daneshfar, Aliasih, Hasani, 2018, Pereira, Mosa, 2017), as is the teaching material (Ramdhani & Muhammadiyah, 2015; Wulandari & Suana, 2016).

The teacher's skill in delivering teaching media is needed to make the classroom atmosphere lively. Not only does the media have an important position in learning, it also has an effective influence in increasing student activity and learning outcomes (Alimuddin, 2018), but the use of media that is not appropriate by the teacher makes learning in class boring for students. A teacher must be able to choose and use learning media appropriately in order for the selection, development, and use of learning media to be important (Rozie, 2018, p. 3).

Moreover, there is some research on strategies and challenges for teaching writing. There are several studies that discuss strategies for improving grammar and writing skills and describe the challenges when teaching grammar. However, this research only focuses on the medium of teaching materials used by students. The needs of students in the classroom are not only about how to understand something but also need appropriate learning media, models, and evaluations in the classroom (Lian, Badrun, & Heri, 2020). Thus, developing 21st century learning modules for teaching simple present tense is very important for teachers and students.

1.2 Identification of Issue

Identification of the issue is needed to provide clarification about the research to be investigated. The identification of the issue refers to the background of the research. Writing is one of the most important language skills. Writing can be a place to express ideas, convey information, or deliver messages. Students must master writing skills to ensure success in learning, especially in learning English. And for teachers who teach writing, it's a challenge. Teachers as learning facilitators for students must always try to find various ways to teach writing to students so that the material is conveyed well, especially English material. Since English is not the mother tongue, there are several challenges faced by teachers and students during teaching and learning to write, especially in teaching and learning simple present tense grammar:

- 1) The learning resource book is only held by the teacher, and students record the material when the learning process takes place. The absence of books as a source for learning makes it difficult for students to understand the material more deeply.
- 2) Students' lack of vocabularies
- 3) Students are usually difficult to determine the idea to write
- 4) Students need learning materials to help them understand the material more deeply.
- 5) Educators have not developed their own teaching materials in the form of modules.

Unfortunately, there is not much research that discusses the creation and development of learning modules in depth, especially for certain materials, like teaching simple present tense. Therefore, this study will provide new insights about develop learning modules whose material is specific in the 21st century era.

1.3 Delimitations and focus of the study

This study focuses on teaching material English Module to prepared and conduct the teaching and learning process. This study uses parameters in 21st century learning. This will be carried out on English teachers who develop learning modules and teach in junior high school, due to limited sources of teaching materials at school Limited learning resources: here is a situation where learning resources are limited and require improvement through other alternative learning resources to achieve learning goals (Sulaiman, 2011, p. 942). For this reason, it is necessary when developing a module to learn the simple present tense in the 21st century. This research only focuses on the learning module, not the lesson plan or other media.

1.4 Research questions

1. What are the student's needs related to the english learning module?
2. How is develop the learning module for simple present tense that support the development of 21st century skill?

1.5 Aims of the research

1. To identify the student's need related to the English learning module
2. To develop learning module for simple present tense can support the development of 21st century skill.

1.6 Significances of the research

The result of the study is expected to be used theoretically and practically:

Theoretically

1. The result of this study are expected to increase learning material for simple present tense learning module, to generate ideas for teachers to be able to compose learning modules with different materials.
2. As a reference to other researchers who want to study about developing characteristic learning module in 21st century.

Practically

1. The result of this study can be used to teachers and student in learning material for simple present tense learning module in 21st century skills
2. To describe developing characteristic learning module in 21st century

1.7 Previous Studies

There have been researchers who research this topic related to the learning modules, especially in the simple present tense material. Some of the findings that relate to research are presented in the following section.

The first closest research is about developing students' abilities in the simple present tense, written by Dewifartina (2011). The main goal of the study is to identify the development of students' abilities regarding the simple present tense material through substitution exercises. This has been discussed; it requires cooperation between teachers and students regarding learning so that learning takes place well, the delivery of material can be understood, and students can understand English subject matter about simple present tense well. Furthermore, the development of simple present tense material still needs to be improved. The study's findings indicate that selecting the right material tailored

to students' needs, mastering or remembering vocabulary, requires direct or written practice related to simple present tense material, and is a success factor for students in the classroom. Learning requires not only the teacher's role, but also supporting teaching materials so that there are signs for the material being taught. From the research above, there are similarities in this study, namely that the material taught is simple present tense. But the use of the exercises is different—not substitution drills but by using a learning module. so that the researcher concludes that the difference between previous research and this research lies in the use of learning exercises based on the modules made. The purpose of using the simple present tense module is not only to provide training to students but also to hone the teacher's ability to make a summary of learning materials that can be used either accompanied or not by the teacher during the learning process. The needs of the 21st century require print and digital teaching materials that can support student success in learning.

The second-closest research is on the development of teaching materials in the form of English modules, including: relevance, developing expertise, developing materials, and flexibility correlate with the development of teaching materials. This research, written by Ahmad (2017), is about developing e-module-based cooperative learning to teach grammar; however, this research does not specifically discuss basic grammar. This research will analyze the grammar module teaching materials in the form of first tenses or simple present tense. Moreover, the research results show that there are still many errors that occur in the use of verb tense. In addition, the discussion of grammar here is too broad in scope. This is different from this study, which will use simple present tense grammar. For the research above, the researcher concludes that the difference between previous research and this research lies in discussing the range of the material being taught. Knowing the accuracy of grammar for junior and secondary level learners to understand its meaning is still rarely studied, even in the twenty-first century.

The analysis of teaching materials is the subject of the third closest study. The goal of this study, which was written by Magdalena, Sundari, Nurkamillah, Nasrullah, and Amalia (2018), is to comprehend teaching materials accurately and properly. The findings demonstrated that a teacher can influence the success of the teaching and learning process by creating or compiling instructional materials. The area where this research and the studies mentioned before are related is in the creation of instructional materials. The crucial point between the studies mentioned is that these did not explicitly focus on teaching materials; rather, researchers utilized research subjects that still use instructional resources in general. To find out the characteristics of teaching materials, particularly teachers of printed teaching materials in the form of modules, can improve learning outcomes students' understanding in learning English material, this study will use printed teaching materials in the form of an English module with simple present tense material as its subject. Researchers for the research mentioned above came to the conclusion that the difference between this research and earlier studies is due to the need examination of teaching materials.

The fourth closest study, by Sembiring & Handini, focuses on the development of the English module (2020). This research aims into the construction of English language proficiency modules that are in accordance to students' life skill competences. This study shows the need of integrating students' various life skill skills while designing the material module. This is further displayed by the fact that the module being utilized was not created by an English teacher at the school and doesn't meet the requirements of the students. The similarities between this research and previous research can be related to the development of the English language module, according to the research mentioned above. Additionally, this research will determine the requirement for teaching resources that can aid students' issues understanding grammar, which is a distinction from earlier research on module development utilizing the active way of learning communication in general. As a result, the researcher draws the conclusion that the gap between the findings of earlier studies and those of the current study is due to the necessity to provide good teaching materials.

The previous study "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance" from Rufii (2015) was recognized by the researcher. In this study, constructivist learning strategies are discussed along with student characteristics. In addition to the learner's characteristics, active participation in the learning process and a relationship to knowledge and experience are indeed significant. The process of learning would be significantly facilitated by the use of learning modules. The following methods of collecting data were used in this study: document analysis, questionnaires, and observation. In accordance with the findings of the study, learning modules and constructivist learning strategies have become necessary.

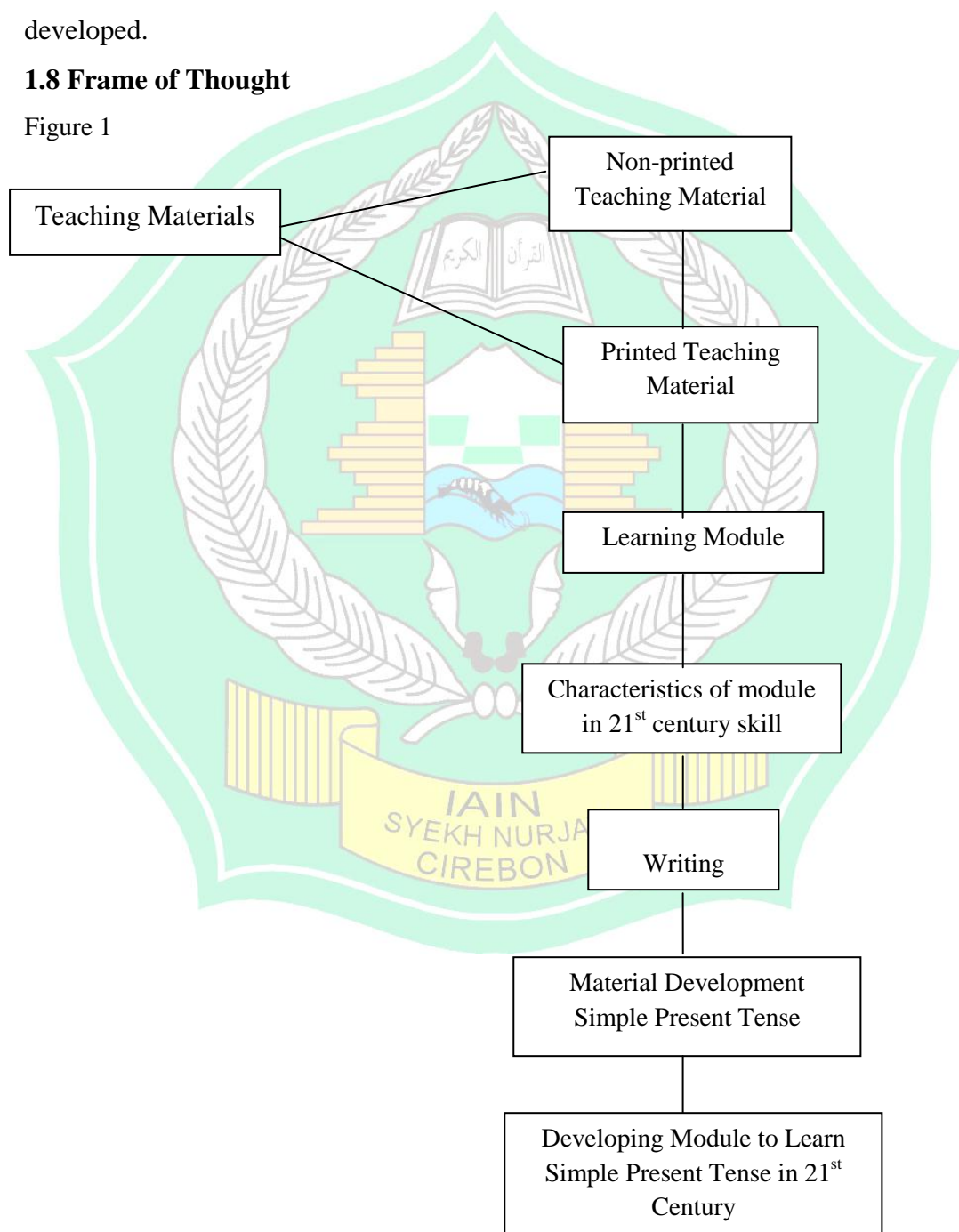
Romansyah (2016)'s Guidelines for Selecting and Presenting Teaching Materials is the fifth closest study. This study examines how teaching materials are chosen and presented based on general criteria (criteria that apply to all courses) and particular criteria (criteria that only apply to specific subjects). This study indicates that even when adopting learning media, behavioral factors included in competency requirements and fundamental skills can be properly considered. According to the research mentioned above, the similarities between this study and previous research is due to the choice of instructional materials. This study differs from other studies because it is going to discuss teaching materials for English-related subjects rather than the Indonesian language and literature that were the focus of previous journals' discussions of the same topics. The use of good teaching materials, the researcher believes, that what separates this study from previous ones.

However, several previous studies discussing module development have been mentioned by the researcher. As for the differences or gaps between previous research and research conducted by current researchers, researchers will develop learning modules for students so that they can be used by students to study independently. Students can master certain English materials by studying intensively independently, using the module as a study guide. However, the researchers found that there were still very few researchers who developed learning materials with the simple present tense subtheme. According to the

researcher, the development of this sub-theme is very necessary, because it can be used to express general truths, habits, and current circumstances. The skill that is the focus of this research is writing. This module is also being developed by taking into account the basic competencies and core competencies and will be adapted to the demands of the current curriculum. Researchers will also consider aspects of students' needs and interests in the learning design that will be developed.

1.8 Frame of Thought

Figure 1



The framework is a conceptual model of how the theory relates to various factors that have been identified as important issues. The framework of thought in this research is as follows:

Description of the relationship of all topic to the big issue in the research

Based on the above framework, it can be seen that developing an English module for simple present tense requires several components in compiling the module, including knowing the characteristics of a good module in the 21st century that will be developed into a product in the form of a module. The following will explain the steps in development, namely:

Knowing the needs needed by teachers and students in using the module, then knowing the characteristics of a good learning module, like what are taken from several reference sources related to books and journals, knowing writing skills in developing simple present-tense material in the 21st century, and finally making a module as the ultimate aim.

1.9 Theoretical foundation

The theories discussed in this research are those which support the understanding of the problem formulated. The first discuss about developing learning module. The second discuss about simple present tense. The third discuss about 21st century and 21st century skill.

1.9.1 Teaching Material

Teaching materials are any materials (both information and tools, as well as texts) that are organized systematically to display the full range of competencies that students will master and are used in the learning process to plan and implement learning. Materials are frequently seen as the heart of a program and are frequently the most apparent depiction of what occurs in the classroom (Nikoopour & Farsani, 2020, p. 6). Teaching materials are learning resources that have played a very important role in supporting the learning process. Teaching materials can assist teachers in planning learning activities and guiding students in their learning at school and at home (Kusuma & Apriyanto, 2018, p. 39). According to Tiwari (2008), teaching materials are tools to achieve learning

objectives that assist teachers in preparing assignments, managing classes, and guiding students in the learning process. From the definition, the researcher conclude that teaching materials are very important and needed, because teaching materials support the students' learning process. The material should be designed precisely to match students' needs.

1.9.2 Module

Teaching materials, or "things," are everything that students want to learn and master, both in the form of knowledge, skills, and attitudes, through learning activities. Study material is something that is presented by educators to be processed and understood by students in order to achieve the goals of applied learning. According to Daryanto (2013, p. 1), the module is a form of teaching material that is packaged in a complete and systematic way, in which it contains a set of learning experiences that are planned and designed to help students master learning materials and evaluate them.

The teaching materials chosen to be developed in this research are printed teaching materials in the form of modules. The learning module in this case is an English learning module containing simple present tenses. According to Daryanto (2013), p. 1, the flexibility of the module as a learning material is very high. Purwanto et al. (2007, p. 9) explain that the notion of a "module" is a learning material that is designed systematically based on a certain curriculum, packaged in the form of the smallest learning unit, and allows it to be studied independently in a certain time unit.

Modules are also called media for self-study because they are equipped with instructions for self-study (Ministry of Nasional Education, 2008, p. 8). The module is one of the educational items that may be employed in the learning process. The module is one form of teaching material that is packaged completely and systematically and in which it contains a set of learning experiences that are planned and designed to help students master specific learning objectives (Rahdiyanta, 2016). The module is a comprehensive and self-contained unit that includes any learning activities that are organized to assist students in achieving

their goals. They can achieve their precise and well-defined objectives (Nasution, 2017, p. 205).

A learning module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Referring to the constructive learning strategy, the modul can aid learners in constructing what they learn and understand and facilitate their active participation in the process (Rufii, 2015, p. 19).

According to the experts above, it can be concluded that the module is a form of printed teaching material that is used to help educators and students in the learning process. The module includes several components that need to be considered, namely: objectives to be achieved, subject matter in accordance with basic competencies, exercises, and evaluations.

The Aim of Writing Module

According to Prastowo (2012), the objectives of compiling or making modules include:

- a) So that students can learn independently without or with the guidance of an educator (at least).
- b) To avoid educators becoming too dominant and authoritarian in learning activities.
- c) Practice students' honesty
- d) Accommodating the various levels and learning speeds of students. For students whose learning speed is high, they can learn faster and complete modules more quickly. On the other hand, for those who are sluggish, they are welcome to repeat it again.
- e) so that students are able to measure their own level of mastery of the material being studied.

1.9.3 The Characteristic of Module

According to Rahdiyanta (2016), to produce a module that is able to increase learning motivation, module development must pay attention to the characteristics needed as a module, namely: a) self-instructional, b) self-contained, c) stand-alone, d) adaptive, and e) user-friendly.

1. Self-instructional

It is a crucial quality in the module as it encourages independent learning without dependence on others. The module should have defined learning objectives and be able to describe when basic competencies and competency standards were achieved in enable for it to satisfy the self-instruction character.

- a. Contains educational materials that is organized into simple, targeted activity units, making it easier to study completely;
- b. The learning materials are presented clearly, with examples and illustrations to support this;
- c. Practice questions, assignments, and other similar tools are available to assess students mastery;
- d. contextual, meaning the information is tied to the setting, objective, or context of the activities and the learning environment of the learners;
- e. Using clear and understandable language,
- f. A summary of the available learning resources;
- g. Students get accessibility to a tool for self-evaluation.
- h. Students receive feedback on their assessments so they can evaluate what well students understanding the subject matter.
- i. The learning resources in question are supported by references, expansion, or references.

2. Self-Contained

The module is considered self-contained if it contains all of the needed learning resources. This idea aims to give students with possibilities to acquire comprehensive knowledge of the learning content, since it is presented as a coherent whole. If material from one standard of competence or basic competence must be divided or separated, it must be done carefully and with consideration for the breadth of the standard of competence or basic competence that students must master.

3. Stand-Alone

Stand-alone is a module attribute that does not rely on or require the usage of other instructional materials or media, or that may be used independently of other instructional materials or media. By utilizing the module, students do not require additional instructional resources to study and/or complete module-related assignments. If students continue to use and rely on teaching materials other than those used in the modules, then such teaching materials are not considered stand-alone modules.

4. Adaptive

Modules must be very adaptable to advances in science and technology. It is adaptable if the module can adapt to the advancement of science and technology and is flexible enough to be implemented in a variety of hardware configurations.

5. User Friendly

The module must also correspond to the criteria of being user-friendly or familiar with the user. Each instruction and information presentation is user-friendly, including ease with which the user can reply and access it. A form of user friendliness is the use of simple, easy-to-understand language as well as commonly used phrases.

Characteristic of module by Sudjana&Rivai (2013 p.133) the good of learning module should have:

1. Form the smallest and most complete unit
2. Contains a series of learning activities that are systematically designed
3. Contains clearly and specifically formulated learning objectives
4. Students learn independently.
5. Awareness of individual differences and realization of individual teaching

According to Daryanto (2013: 15), the module has steps that need to be achieved in making the module, including:

1) Analysis of module requirements

Module requirements analysis, according to Daryanto (2013: 16–17), is an activity that analyzes the syllabus and lesson plans to obtain module information needed by students to learn the competencies that have been programmed. The purpose of this step is to identify and determine the number and titles of modules that must be developed in a particular program unit. The steps that must be taken in analyzing the module requirements are:

- a) Determine the program unit that will be used as the limit or scope of activity. Is it a three-year program, one-year program, semester program, or other
- b) Check the program or operational signs for the implementation of the program. For example, the annual program, syllabus, lesson plans, or others. If there are, study these programs.
- c) Identifying and analyzing the competency standards to be studied in order to obtain the learning materials required to master these competency standards.
- d) Next, arrange and organize units of learning materials to accommodate these materials. This unit or teaching unit is given a name and is used as the title of the module.
- e) From the list of required module structures or units, identify those that already exist and those that do not yet exist/are available at the school.
- f) Prepare the modules based on the priority needs.

1.9.4 Module Writing Procedure

The module writing procedure is a module development process carried out systematically. Module writing is done following a procedure as follows (Ministry of Nasional Education, 2008, p. 12–16):

1. module Needs Analysis

Module needs analysis is an activity to analyze competencies or objectives to determine the number and title of modules needed to achieve a competency. The determination of the module title is based on the competencies contained in the

established program. The following steps can be used to analyze module requirements:

- 1) Determine the competencies contained in the learning program outlines for which the module will be structured;
- 2) Identify and determine the scope of the competency unit;
- 3) Identify and define the required knowledge, skills, and attitudes;
- 4) Determine the title of the module to be written; and
- 5) During the initial phase of module development, requirements analysis activities are carried out.

2. Drafting

The process of compiling and organizing learning materials from a competency or sub-competency into a systematic whole is known as draft module preparation. The steps involved in the preparation of a module can be carried out by following the following steps;

- 1) Determine the module title.
- 2) Determine the final goal, i.e. the ability that students must achieve after completing one module.
- 3) Determine intermediate goals, i.e., specific abilities that support the ultimate goal
- 4) Outline or outline module definition
- 5) Create material based on outlines.
- 6) Double-check the draft that was created.
- 7) Module title; describe the material to be included in the module;
- 8) Competencies or sub-competencies that will be attained after completing the module's study;
- 9) Objectives consist of final and intermediate goals that students will achieve after completing the module's study;
- 10) Training materials that contain knowledge, skills, and attitudes that students must learn and master;
- 11) Procedures or training activities that students must follow in order to study the module;

- 12) Questions, exercises, or tasks that students must do or complete;
- 13) Evaluation or assessment that functions to measure students' ability to master the module;
- 14) Answer key for questions, exercises, and/or tests;

3. Trial

The module draft trial is an activity in which the module is used with a limited number of participants to determine the module's implementation and benefits in learning before it is used in general.

4. Validation

Validation is the process of requesting approval or validation of the module's conformity to the requirements. To get this conformity acknowledgment, validation needs to be done by involving expert practitioners in accordance with the relevant fields in the module.

5. Revision

Revision or improvement is the process of improving the module after obtaining input from testing and validation activities. The module draft revision activity aims to finalize or complete a comprehensive final refinement of the module, so that the module is ready to be produced according to the input obtained from the previous activity.

1.9.5 Components of Module

In writing a module, there are several components that must be considered. The Minister of National Education (2008, pp. 21-26) explains the structure in writing a module is often divided into three parts, namely: opening, body and closing.

1. Opening section

The opening section includes:

- a) The title of the module is interesting and provides an overview of the material covered, discussed and described the content of the material
- b) The table of contents presents the topics to be discussed.
- c) Information maps in the form of links between the topics discussed.
- d) List of Competency Objectives

- e) Pre-test
- 2. Core parts (body)
 - a) Introduction/overview of the material
 - b) Relationship with other materials or lessons
 - c) Material description

The material description is a detailed explanation of the material delivered in the module. When the material is spread out, it can be developed into a variety of learning activities. Each learning activity contains a description of the material, assignments, and summaries. For example, the system is as follows.

1). Learning activities

- a) Competency objectives
- b) Material description
- c) Formative test
- d) Tasks
- e) Summary

2). Cover Parts (Closing):

- a) Glossary or a list of terms
- b) The glossary contains definitions of the concepts discussed in the module. The definition is concise, with the aim of recalling the concepts that have been learned.
- c) Final Test

The final test is an exercise that students can do after studying a section in the module. The general rule for the final test is that the test can be done by the learner in about 20% of the time studying the module. So, if a module can be completed in three hours, then the final test must be done by the learning participants in about an hour.

d) Index

The index contains important terms in the module as well as the pages in which the term is found. The index needs to be given in the module so that students can easily find the topic they want to learn. The index needs to contain keywords that are likely to be learners will look for it.

Referring to the opinion above, the module to be developed has the following components:

1. Opening section

Covering the entire module, the opening section consists of an introduction, a brief description of the contents of the module, standards competencies (SC) and basic competencies (BC), concept maps, the benefits of the module, instructions for using the module, learning objectives, and subject matter.

1. Core parts

The core part consists of learning activities explaining simple present tense and examples of simple present tense.

2. Cover part

The closing part consists of a learning evaluation, glossary, bibliography, and answer key..

1.9.6 Simple Present Tense

Grammar is a book that describes the rules for generating words and phrases, according to the Oxford Learner's Pocket Dictionary. Nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections are the eight components of English grammar, according to Hartanto et al. (2003:9). In a larger sense, grammar is understood as "an internal mental system," "a set of prescriptions of language forms," "a description of language behavior," "the major structures of a language," and "rules for educational and evaluative purposes" (Larsen-Freeman, 2009).

According to Azar (2002, p. 2), "in general, the simple present represents events or circumstances that exist always, typically, and frequently; they exist now, have been in the past, and will likely exist in the future." On the basis of this definition, it appears that mastering the present tense is crucial, as present tenses are used to depict activities that occur frequently or routinely in daily life. The simple present tense is used to depict habits and routines. Additionally, it is used to express ideas or make broad declarations of fact (Werner, 2013). On the basis

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1. Usage

The typical and correct application of a word, phrase, or sentence. Here are the rules for using the present simple tense:

- a) Main verb + auxiliary verb
- b) Do/Does Base There are three exceptional cases:
- c) In positive statements, the auxiliary is typically omitted.
- d) We add -s or -es to the main verb and -es to the auxiliary in the negative and question forms for the third person singular (he, she, it).
- e) We do not employ an auxiliary with the verb to be, even in inquiries and negatives.

2. Meaning

The present simple has three significant meanings (Leech & Svartvik, 2013) The following are:

1. A Present Condition

- a) The simple present tense frequently implies a state that existing now and relates to a generally true fact.

As an illustration, the sun rises in the east.

- b) The simple present can also refer to states that are subject to change.

As an illustration, where does your uncle work?

I'm sorry, I do not have idea

I believe he is employed for a fashion company.

2. A present habit

- a) The simple present tense relates to a recurring action, such as a habit or tradition.

For example,

- 1) Robby smokes.
- 2) Anita enjoys playing tennis.

b) You can use the simple present tense with frequency adverbs such as always, never, occasionally, ever, generally, frequently, etc.

For instance, Billy sometimes goes fishing in the summer.

3. A present even

This usage of "present simple" is less frequent. It refers to an occurrence occurring at the moment of speech.

For example, I regret that I make mistake.

1.9.7 21st century

The 21st century has been marked by rapid advances in science and technology. Thus, according to BNSP (2010: 22), one of the features of the twenty-first century is that the world of life will become intently connected with information technology and its impacts, particularly in the coming years. industrial education, and communication in defense and defense systems. According to Alismail and McGuire (2015), for school educational programs, characteristics of 21st century skills such as keenness, thinking, media, and ICT abilities, as well as actual involvement with the setting of course material, should be remembered.

Especially on 21st-century lessons, active student involvement and cooperation are considered to achieve meaningful learning (Rochmahwati, 2013; Widiawati et al., 2018). That integration of critical thinking with problem solving can also be developed through good effort, perseverance, and independence possessed by autonomous students (Alonazi, 2017). The twenty-first century is known as the digital age, in which all sectors, including education, should be digitalized and in which technology occupies a significant place in learning (Henrisken et al., 2016; Sumardi, Rispawati, & Ismail, 2017). In sum up, education in 21st century rapid advances in science and technology with the characteristic of 21st century skills such as keenness, thingking, media and ICT abilities.

Rich (2010) in (Motallebzadeh et al., 2018) defines 21st-century skills as "certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students

thrive in today's world." Commentators and analysts also categorize and group 21st Century Skills under a variety of terminologies, including "life skills," "soft skills," "transitional skills," the "4 Cs," and others (Joynes et al., 2019).

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The "4Cs" model is based on the theory that the challenges of the 21st century will necessarily require a broad set of skills emphasizing the individual's capabilities in core subject skills, social and cross-cultural skills, language proficiency, and an understanding of the economic and political forces that shape societies (Joynes et al., 2019).

1.Critical Thinking

Critical thinking is emphasized in almost every discussion of essential 21st-century skills. Students can use critical thinking to identify solutions to problems in the absence of an instructor or specific instructions. According to Facione and colleagues (1995) in (Soland et al., 2013), critical thinking entails inductive and deductive reasoning in addition to correct analyses, conclusions, and evaluations. These qualities are essential for an in-depth comprehension of academic material, and they are also associated with future professional performance. Research indicates that for a firm to be competitive in the global economy, its employees must consider ways to continuously enhance its products, processes, or services (Soland et al., 2013). Studies have also linked critical thinking to other key societal outcomes. Facione (1998), for instance, argues that citizens who think critically are more likely to be self-sufficient and, consequently, less of a drain on state resources. Scott (2015) cites (Ananiadou & Claro 2009, Gardner 2008, P21 2013, Redecker et al. 2011, Trilling & Feadel 2009, Tucker & Coddling 1998).

Accessing, evaluating, and integrating knowledge constitute critical thinking, which is considered crucial to 21st century education (Joynes et al., 2019). Critical thinking requires communication, information literacy, and the ability to examine, analyze, understand, and evaluate data.

Recent research (Windham 2008, quoted in Scott, 2015) indicates that many secondary and university students lack the skills essential to browse and identify relevant sources from the amount of available information (Joynes et al., 2019).

2. Communication

Communication refers to the ability to speech and in writing clarify thoughts effectively and persuasively, articulate opinions, give coherent instructions, and motivate people through speech. Information, media, and ICT competencies also involve communication skills (Joynes et al., 2019).

According to Mohr, Fisher, and Nevin (1996), communication may be broken down into three qualities: clarity, shared information, and participation balance (Soland et al., 2013). According to Pellegrino and Hilton (2013) as cited

in Soland et al. (2013), communication is essential for facilitating teamwork and is at the heart of empathy, trust, conflict resolution, and negotiation. For instance, customer effectiveness is frequently reliant on outstanding communication and the teamwork necessary to produce a quality product. Strong communication skills allow for the avoidance of misunderstandings and miscommunications.

3. Collaboration

Collaboration is "the concerted effort of multiple individuals to address an issue jointly." Shared objectives, symmetrical organization, and a high level of negotiation, engagement, and interdependence characterize collaborative interactions (Lai, 2011).

Collaborative learning is more clearly characterized as cooperative problem solving (Dillenbourg, 1999, p. 1 as cited in Lai, 2011). conforming to Li (2011). Collaboration can be viewed as communication plus dispute resolution, decision-making, problem-solving, and negotiation skills (Soland et al., 2013).

People will need to be comfortable with remote collaboration, and recreating these interactions in the classroom will have clear benefits for the workforce abilities of graduates. In this setting, clear and efficient communication skills as well as the utilization of technologies and social media are essential for productive collaboration (Joyces et al., 2019). Collaboration has a major effect on student learning, particularly among children with low achievement. Nevertheless, a range of factors, including student characteristics, group makeup, and task features, may mitigate the effect of cooperation on student learning.

4. Creativity

In the twenty-first century, creativity is a crucial educational objective and a vital skill. In recent years, educational and other social groups have highlighted the significance of preparing kids for a future that will require the ability to solve difficult problems and think creatively.

Numerous educators and employers view creativity as an essential 21st-century skill (Soland et al., 2013). According to Gardner (2008), Sternberg (2007), both of which are cited in Scott (2015), and Joyces et al. (2019), "creativity is defined as the capacity to generate new ideas and solutions, "break

new ground," evoke new ways of thinking, pose unfamiliar questions, and arrive at unexpected conclusions. In a world of global competitiveness and work automation, innovativeness and originality are viewed as increasingly necessary for professional and personal success (Joynes et al., 2019).

1.10 Research Method

At this point the researcher will present the research method. It will discuss about research design and research stages, sources and types of data, data collection techniques, instruments and data analysis techniques.

1. Research design and steps of the research

This research is descriptive qualitative, using a research and development (R&D) approach. Research and development is a process or method used to validate and develop a product. Research and development methods are research methods used to produce certain products and test the effectiveness of these products (Sugiyono, 2011, P. 407).

The product that will be developed in this research is a learning module. This research procedure uses the development model developed by Dick and Carry (1996), which states that the Research and Development (R&D) approach includes five steps, namely ADDIE, a model developed to design a learning system. The main purpose of this research and development method is to produce certain products and determine the feasibility of the products developed (Sugiyono, 2017, p. 298). This research includes R&D using the ADDIE development research model, with the stages beginning in the cycle (analysis), the production cycle consisting of the stages of design (design), development (develop), implementation (application), and evaluation (evaluation), and the evaluation cycle consisting of the stages of design (design), development (develop), implementation (application), and evaluation (evaluation). This development model was chosen because it is in accordance with development research that uses the concept of module development that leads to a scientific approach or 21st-century learning with a blend of technology in making the module. Personal opinion (2011:29): I chose to use this model because it is simple

and easy to implement by teachers and learning program designers to establish learning experiences that can help students achieve the required competencies.

The description of the stages of the development model for this module is as follows:

1. Analysis

Needs analysis is needed to assist the design process and analyze the various needs and limitations that exist in the field. This stage is the stage of collecting data by distributing questionnaires to students in 7th grade and conducting interviews with English teachers who teach in the class. In this analysis, researchers look for reading sources that lead to a literature study to find out the characteristics of a good module and how to then design a data collection instrument before going into the field.

2. Design

At this stage, the researcher makes a plan that will be carried out after getting the initial data from the results of the needs analysis. The design process focuses on the instructional objectives to be achieved. At this stage, the researchers are taking the following steps: 1) compiling supporting materials as needed; 2) compiling learning objectives; 3) compiling tasks that can help students achieve learning objectives; 4) preparing applications that can support module design to make it more efficient. interesting.

3. Development

Development is the process of creating or developing teaching materials and validating them. The researcher uses Microsoft Word, WhatsApp, and Canva to design the module. The finished product is then validated by the supervisor.

4. Implementation

at the implementation stage, namely conducting field trials. This trial stage is used to determine the level of practicality of the teaching materials.

5. Evaluation

An evaluation is carried out to determine the quality of the product. This stage is carried out to find out the results of the qualitative evaluation. qualitative data obtained from expert validation questionnaires.

The purpose is to explain a phenomenon of learning module descriptions on simple present-tense material in the 21st century. This research was conducted by means of a literature study, questionnaire, and interviews with several students and teachers at the school. The data collection techniques used are a questionnaire and interviews with English teachers.

The thesis deals with the theory proposed by Dick and Carry (2015). Thus, the researcher will adapt three steps of research and development, including expert judgment, specifically, research and collecting meaning, planning, and developing a preliminary form of the product.

2.Sources and Types of Data

The sources of the data in this study are teachers and students in seventh grade at the junior high level. The reasons why researchers choose teachers and students are: the teacher will help researchers collect information related to the use of learning modules in the classroom and related to the need for learning materials to be delivered to students. Data sources in qualitative research, according to Lofland, are words and actions such as additional data, such as documents and others. However, to complete the research data, two sources of data are needed, namely primary and secondary (Moleong, 2007).

1. Primary Data Source

Primary data sources are data that are given directly to data collectors (Sugiyono, 2015), while in this study the primary data sources are school residents, which include the results of English teachers' interviews and the results of 7th grade student questionnaires.

2. Secondary Data Source

Secondary data sources are sources that are not directly given to data collectors, for example through other people or documents (Sugiyono, 2015).

So, researchers will use primary and secondary qualitative data where it is obtained directly through interviews, does not require calculations, and displays a description of a product that will be produced and can be developed, then gives solutions or suggestions for the product.

3.Data collection techniques and instruments

Data collection techniques were used to collect data according to research procedures in order to obtain the required data. Data collection techniques in this study were a questionnaire and an interview.

In qualitative research, the quality of research is highly dependent on the quality and completeness of the data produced. Questions that are always considered in data collection are what, who, where, when, and how. Qualitative research relies on the triangulation of data generated from three methods: interview, participant observation, and review of organizational records. Also, there is the possibility of using non-human sources of information, such as documents and records available (Kawasati, 2016).

In this study, the researcher used a questionnaire to find out what needs students had in the modules that were made and what difficulties they faced with the simple present tense material. Difficulty with visual-motor development limits written expression to low frequencies and results in more difficulty acquiring handwriting and spelling (Kubina, 2012). Then, looking at the existing literature allows us to reach some conclusions about a good way to design the best possible questionnaire based on current knowledge, but it requires more work in many ways (Krosnick, 2018). The author uses a questionnaire to find out what characteristics are needed by students in studying the English module.

Using interviews as a data source is needed to find out whether the components in the module elements can be used to support the preparation of the module itself and whether the existing learning modules can support learning outcomes for students or not. The transcription guide from the interviews should help the researcher systematically organize and then analyze the textual data,

regardless of the analytical techniques and tools used. (Miccelean, Kathellen, and Neidig, 2003).

4.Data analysis techniques

After collecting the data, the researcher analyzes the data. Sugiyono (2008) stated that data analysis in qualitative research is a process of categorization, description, and synthesis (Sugiyono, 2008). Data reduction is necessary for the description and interpretation of the phenomenon under study. In short, data analysis is systematically process to analyze data which have been collected.

There are steps in data collection:

1. Data taken directly from natural settings
2. The determination of data sources is done purposefully,
3. Researcher as the main instrument
4. Descriptive analysis
5. Inductive data analysis (Nasution, 1988, p. 54-55).

This research uses the method "Research and Development Design." Research and development is a research method that is used to produce a specific product and test the effectiveness of the product (Sugiyono, 2012, p. 407). This study refers to the modified Dick and Carry model; this model includes 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation of the product. This model was generated because the researcher only looked at the feasibility of the product based on the assessment of validators, English teachers, and student research based on its attractiveness and the limitations of the researcher, so that it does not cover all the existing steps. In an arrive at the stage of trial use and mass production of the product, can be done in further research.

1.11 Research Timeline

The research will be conducted at a junior high school in Cirebon, West Java, Indonesia. It takes about 3 months to complete the data until finish the research. The following is the table of plan in conducting this research:

Table 1
Research Timeline

No	Activities	Time Allocated
1	Developing research proposal	January 2022
2	Revision of research proposal	January 2022
3	Asking agreement to the principal of the school for doing survey	February 2022
4	Survey in the school to take sample of participants	February 2022
5	Prepare things that related to the research instruments	February 2022
6	Start to do observation toward participants with doing the recording activity of their communication practice.	March 2022
7	Analysing the data from observation	April 2022
8	Interpreting the observation data	April 2022
9	Conducting interview	May 2022
10	Survey with using questionnaires	May 2022
11	Analysing data from interview and questionnaires	June 2022
12	Making data conclusion	July 2022
13	Finalisation of research	July 2022