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An Online English Teaching Module for CCU Subject: A Solution on the Pandemic Covid-19 Situations

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Abstract. This research aimed to design and develop an online module for EFL students during and after the Covid-19 pandemic. On 2020, Covid-19 pandemic outbreak forced all teaching and learning processes at universities in Indonesia to migrate totally to the online learning system. The impact of the Covid-19 pandemic that hit and has not been known when it will be ended, the teaching learning process cannot be run optimally because the application of physical and social distancing is practicing on campus and leads the education world to make adjustments to this situation. This research is a developmetn research in the field of education that aims to develop an online-based teaching module on Cross Cultural Understanding subject for students at one of the universities in Indonesia. The final result of this study is an online classroom teaching module of Cross Cultural Understanding subject based on the Contextual Teaching and Learning (CTL) approach for students of English education program in Indonesia which is a good innovation in the midst of the Covid-19 pandemic outbreak, because this teaching module had been developed based on the needs of students and lecturer, adapted from the applicable curriculum in educational institutions related and based on the field trial process that is conformable with the principle of the ASSURE model.

1. Introduction

In 2020, the world was plagued by the covid-19 pandemic outbreak, all teaching and learning processes at universities in Indonesia were forced to migrate totally to the online learning system. This has a positive impact, which is the revolution in the field of educational technology as if it happened earlier because of the impact of the Covid-19 pandemic resulted in the education system must totally adapt the online learning system. However, it does not mean that there are no issues and negative impacts because not all institutions of higher education in Indonesia are ready and able to adapt to such conditions.

On the national teacher's day commemoration, May 2 2020, Indonesia's education minister said that during the COVID-19 pandemic it was the right time to innovate in education to improve the quality of education [1]. The quality of education at all levels, especially in higher education, especially for EFL students in mastering English as a medium of education and communication in this 4.0 era will make Indonesian more able to compete in various fields. Therefore, in order to improve the ability of EFL students in mastering English during and after the Covid-19 pandemic, the researchers conducted

research in developing a teaching module for cross culture understanding subject as a solution for EFL students in online class learning during the situations of Covid-19 pandemic.

2. Methodology

This research is a research development in the field of education that aims to develop an online-based teaching module on Cross Culture Understanding subject for students at one of the universities in Indonesia. In particular the development model chosen in this study is the ASSURE model ASSURE itself stands for: analyse learners; state objectives; select, modify media, or design materials; utilize technology, media, and materials; requires learner participation, and, evaluate and revise [2]. The following steps are the stages of research in this study which have been adapted based on ASSURE models start from: obtaining initial information consisting of identifying problems, choosing ways of solving the problems and theoretical studies; selecting, defining concepts and compiling the basic materials needed related to the development process of online-based modules; development of material and content for research products; validation by experts to get reviews and feedback; revision of material content based on expert comments and verification; The evaluation consists of small-scale trials, revisions, and final validations based on input during the trial process obtained from lecturer and students.

Participants in this study were 30 EFL Students majoring in English Education from a university in Indonesia who were taking a Cross Culture Understanding subject as well as a lecturer teaching the subject. The participants were involved in the initial observation and analysis stages where the results of this process were used as information needs and the main foundation of the researchers in the process of designing and developing research products. In addition, the respondents were also involved in the product trial phase with the aim of getting feedback from product trial process in class.

In this study, the researchers used a semi-structured interview method to obtain data that appeared to be more open and flexible. According to Al-Nassar, semi-structured interviews consist of structured and unstructured data, which allows researchers to ask questions that have been previously designed and additional questions outside the concept [3]. Thus this type of interview is considered easy to use because it is adaptable to the respondents.

3. Result and Discussion

In the Analyze learners process, the researchers made preliminary observations and then continued with interviews with 30 students of the English education study program and 1 lecturer in the Cross Cultural Understanding subject in order to obtain and analyze all information related to the character of the students, the state of the class, problems often encountered during carrying out the online teaching and learning process during the covid-19 pandemi, what are the interests and needs of the lecturer and students, especially those related to teaching materials in Cross Cultural Undertadning. The results obtained from this analysis stage are the main capital for researchers to begin the development research process. In this stage, the researchers also harmonized the module scheme developed with the applicable curriculum in the relevant university, so that it could be consideration in developing the content and material included in the development research module which was the result of adaptation existed syllabus.

Based on the results of the stages of observation, interviews and analysis that have been done before; the researchers determine the objectives of this study. The Cross Cultural Understanding teaching module based on a contextual learning approach for students of English education study programs was chosen as the objective of this study. This is based on information given by students and lecturers at the initial analysis stage which is considered by the researchers, in which the lecturer and students are solid in giving opinions regarding the need for teaching materials and classroom conditions during the covid-19 pandemic, which are forced to be online learning, thus they hope to have modules that can be easier to understand and to the point yet still include examples of logical practice and in accordance with the context and the main objectives of the subject. So that researchers

have a target, through the teaching module that was developed, it will be able to help lecturer and students in solving the problems that they often face during online classes. In this stage, the researchers also align the topics and material contained in the developed module in this study with the applicable curriculum in the relevant university, so that they can be consideration in developing the module content and material which is the result of adaptation and adjustments to the main syllabus of the Cross Culture Understanding subject.

In this research development, teaching material product in the form of module based on online learning for Cross Culture Understanding subject for students of English education study programs is focused on abilities to understand based on contextual teaching and learning and the module consists of 6 chapters covering 12 total meetings or for one semester. Then, the structure of the module content consists of explanations of learning objectives, the main discussion of the material, practice questions, some contextual examples related to the material being taught and group task instructions that lead to the context of Cross Cultural Understanding practice and comprehension. Considering the learning model, this module applies the student centered learning model with the aim that students can be more independent and minimize their dependence on lecturer in the process of conducting online lecture [4]. The material in this online teaching module also adopts topics that aim to motivate students to improve their ability to understand some important terms in social and cultural aspect that are often used in daily life contexts, such as linguistic, discourse, strategic, social cultural, formulaic, and interactional competence [5], which adapted from syllabi and curriculum that are used in the campus.

In the process of developing this teaching module product, the researchers gave priority to the visual appearance and use of technology to support online-based teaching and learning. Technically, the researchers used the help of several online platforms such as ZOOM meetings, YouTube, Instagram, WhatsApp and several websites that were considered to be able to make an interesting and eventful teaching and learning process. This is appraised to be in line with one of the main principles of the ASSURE model, namely Utilize technology, media, and materials [6]. Regarding the background, the researchers working with some of these technologies is based on what has been adapted from the syllabus used by lecturer of Cross Culture Understanding subject supported by the results of interviews with students and lecturer. This is considered reasonable because the use of such technology has been common among students today, thus they are technically familiar in the use of some of the applications and social media. The connection with this study is that researchers try to exploit the habits of the students that can be adjusted in context with the teaching and learning process. The researchers assume through this method, it will be able to benefit the lecturer in delivering the material and also facilitate students in terms of mastery of material.
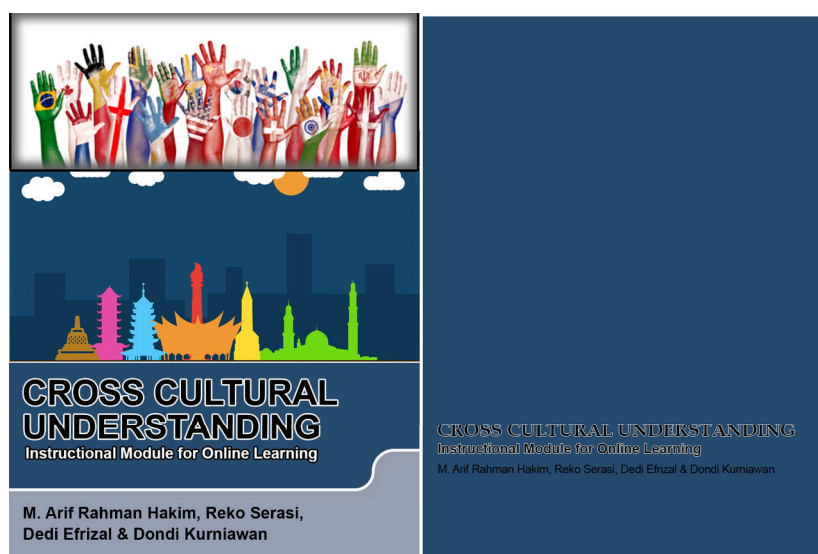

Figure 1. Cover of the module

To find out the application of teaching module that have been developed, researchers need to test the product in the field by involving students in the teaching and learning process. The purpose of this step is to obtain information and feedback related to the effectiveness of the teaching module that have been developed and so from the feedback, the researchers will get criticism and suggestions that can be used to rectify and improve the quality [7]. This stage is also compatible with the step model of ASSURE development research that requires Learners participation [6]. Therefore, the researchers tested this development teaching module on thirty students of English education at one of the universities in Indonesia who were undergoing Cross Cultural Understanding subject online through the application of ZOOM which had been several times used by lecturer in the teaching and learning process during this Covid-19 pandemic.

Figure 2. Product Trial Process in Zoom meetings software

In the process of conducting this online classroom trial, the researchers acted as collaborators and observers in the class while the lecturer in the Cross Culture Understanding subject had a role to implement the teaching module that were developed by the researchers during the trial process. This is important because researchers still want to keep the teaching and learning process as natural as possible [8]. Aside from being a mandatory step that must be done by researchers in the ASSURE development model, in this process the researchers also intend to see students' responses to the teaching modules that have been developed in terms of interest in learning, motivation and in terms of their activeness in the ongoing trial process for 3 times the online class meeting, each meeting has a duration of 90 minutes by random selection of material by the lecturer.

After the trial process and data collection from interview with lecturer and students who have participated in the pilot phase, the next step undertaken by the researchers is to revise the shortcoming or weaknesses of teaching material in the module that have been developed based on input and observations or the researchers' notes during the conducted trial process [9]. This revision was made because it is one of the main steps that must be taken in the process of developing the ASSURE model [2]. In addition, the benefits for researchers from this stage are as a means of improvement as well as adding a number of deficiencies in the teaching module of the development results, such as adding or subtracting material, increasing the portion of content related to scientific education in each chapter, and other deficiencies. After this teaching module has been revised and is considered good, the researchers consulted this module with experts to obtain validation. From the expert's point of view, the researchers hope that this teaching module will be better and meet the standards of the students' needs, lecturers and universities as the main teaching material in the Cross Cultural Understanding subject for English education study programs in Covid-19 pandemic situations.

The next step in this research is expert validation. The purpose of consulting this teaching module to experts is to get an evaluation and ensure that the teaching module of the results of this development research has been suitable with the needs of students, lecturers and institutions [8]. The instrument

used to evaluate and validate development research designs is in the form of checklists and suggestion columns. According to Hakim, the experts involved in this stage must consist of two practitioners who are experts in the related field [10].

Table 1. Instruments of expert validator advice and input before and after revision [2]

Expert Validator	Suggestion		After Revision	
Content	a.	....	a.	....
Language	b.	....	b.	....
Design	c.	....	c.	....

The validation step taken is the validation of the design, material content and language in the teaching module of the development results. In the process of design and content validation, in general, the validators stated that the material contained in the teaching module was considered good and suitable to be applied in Cross Culture Understanding subject for students of English education study program. They can state this because they think that the material and topics in the module are compatible with the needs of students and lecturers, especially in the context of online learning situations during the Covid-19 pandemic, and fit the curriculum and syllabus used in related educational institutions. The experts also think that with a good design, this teaching module will be able to attract students' interest. They believe that through the task instructions contained in the teaching module and the variation of learning applied, students will be more motivated to learn and will be able to reduce their problems in the teaching and learning process online and in unfavorable social situations such as what they are feeling. In terms of language, expert validators assess that the language used in the module is classified as good with structure and selection of words that have been arranged in good order.

In particular, the expert validators have several suggestions for online-based teaching module for this result of research development in this study with the aim that the product of teaching materials that have been developed can be better. Concerning the content evaluation, expert validators say that existing material and topics can still be explored by adding some of the latest contexts in the socio-cultural field and their relation to science in the field of language education. Furthermore, expert validators believe that the teaching modules that have been developed are still too theoretical, while expert validators suggest that material which is contextually practical leads to the application of which students will do something different based on their respective interests. Regarding module design, the expert validators only suggest adding visualizations in some parts that they think are still not very clear and it needs to be assisted in visual form so that students can understand the material being taught well. This becomes very important, because the non-face-to-face learning system will make it difficult for lecturer and students to interact as usual, thus, according to expert validators, all information and instructions must be presented clearly in order to avoid any misunderstanding in the teaching and learning process implemented.

4. Conclusion

The final result of this study is an online classroom teaching module of Cross Culture Understanding based on the Contextual Teaching and Learning (CTL) approach for students of English education program in Indonesia which was developed using the ASSURE model stage which was adapted from Molenda [11]. In addition, the final product of this research development has been validated by two competent experts in the field of developing learning materials based on online learning and a teaching lecturer who has experience in teaching Cross Culture Understanding. The teaching material product in the form of online learning-based teaching module has also been revised twice based on the results of feedback from the teaching lecturer and thirty EFL students programmed in English education who are taking Cross Cultural Understanding class after conducting a trial process, namely the teaching process through online classes using the zoom meetings application and based on input from expert validators. Students, lecturer and expert validators stated that this Cross Culture Understanding subject

was a good innovation in the midst of the Covid-19 pandemic outbreak, because this teaching module had been developed based on the needs of students and lecturer, adapted from the applicable curriculum in educational institutions related and based on the field trial process that is conformable with the principle of the ASSURE model. The main difference between the result of the development module and the previous module is the purpose of learning. In the previous module, teaching- learning process focuses on transferring knowledge and content in a face-to-face meeting, whereas in the module of this development research, researchers more focus on stimulation and motivation to EFL students to understand and explore knowledge related to Cross Cultural Understanding subject.

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