LEARNING ENGLISH AT WORKPLACE FROM E-MODULE TO IMPROVE ENGLISH PROFICIENCY OF EMPLOYEES AT BESILAM VILLAGE

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ABSTRACT
This research purposed to design and develop an E-Module for English at workplace at Administrative Office in Besilam village. This research used Research and Development (R&D) method with the ADDIE model with five stages; Firstly was analyzing problems, potentials, and needs. Secondly was designing to determine Canva application used, the design/theme of the e-module, and the format. Thirdly is developing the design that has been previously made by using Canva application. In addition, at this stage, a validation test was conducted for the validators, namely material experts, linguists, and media experts to determine the feasibility of the E-Module that has been designed and developed. Fourthly is the implementation. In this stage, a practicality test and effectiveness test were administered to the staff and the instructor. Lastly was the evaluation. At this evaluation stage, the improvement of E-Module that has been given input by material experts, linguists, and media experts. Quantitative and qualitative data were used to collect the information. The research findings proved that the average score for eligibility assessment was 91.34%, the average score for practicality assessment was 95.01%, and the average score for effectiveness was 85. In conclusion, the eligibility assessment was classified as "Very Eligible", the practicality assessment was classified as "Very Practical", and the effectiveness assessment was classified as "Very Effective". E-module of English at workplace can be used as an alternative method to improve English proficiency to be better.

Keywords: E-Module, English at Workplace, English Proficiency

1. INTRODUCTION

Language is the means by that people use to communicate and share thoughts, feelings, expressions, and ideas. In other words, language exercises the transmission of culture, socialization, status, power sharing, politics, and knowledge and so on. While there are different communication systems, the human communication system is well recognized for its freedom, duality of patterns, vowel displacement, etc. No language is the same and all languages differ from each other with respect to their popularity, culture, diction, influence, scope, aspect, accent, popularity, extra-linguistic features, standardization, status and so on (Wengrum & Nurhartanto, 2021).

As English is the lingua franca, most native and non-native English speakers use English as their mode of communication in their business matters or business organizations. English has become the fastest growing language in this modern world and occupies the status of a commercial language by connecting East and West and North and South. English is spread across the globe to almost all fields such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transport, pharmaceuticals and to mention a few.
Undoubtedly, English occupies a unique place because it is so widely used and so important as the dominant global language and the dominance of English has become like a big snowball to prevent (Rusmala, 2018).

Lingua franca is the language used to communicate among different people around the world. It is a well-known fact that Chinese is the most spoken language in the world with a total of 1.2 billion native speakers and among them, almost 1 billion speak Mandarin and it is the language spoken by the majority of people in the world. Then if we consider only the native speakers of the languages, Spanish comes ahead of English with almost 400 million speakers. Whereas English itself, is spoken by almost 360 million native speakers as well and 500 million people use it as a second language. Whereas Chinese has a large number of speakers in the world, it is limited to China itself. On the other hand, English is spoken in all countries of the world regardless of their mother tongue. This clearly shows the tremendous success of English as a lingua franca used for travel and tourism, business and international relations. Although Chinese has a large number of speakers in the world, it is limited to China only, whereas English is a language spoken in all countries of the world irrespective of their mother tongue (Rao, 2019).

According to the latest statistics, English has become an official language in 55 sovereign states and 27 non-sovereign entities. Even many subdivisions of countries have also declared English as an official language at the regional or local level. Hence, English has the status of a global language to cater to the needs of people all over the world. In Indonesia itself, the position of English is still as a foreign language whose existence is used for several purposes only, such as scholarships, seminars, research, and so on. Yet with the massive development of technology as it is today, English should be able to occupy a position as the second language after Indonesian because all interests related to technology already use English as an introduction. Even the terms that appear in the world of business, education, technology and others already use English terms that are used throughout the world (Losi & Nasution, 2022).

In office administration, English is still commonly used. Whereas in other countries, they already use English as their medium of correspondence or communication with other offices, institutions or countries. The staff or employees of administrative offices or institutions are not required to master foreign languages because there is no correspondence conducted in English. Yet it is not impossible that one day they may receive correspondence or guests from foreign countries who use English as their language of communication. It is better if the staff and employees have been given training to be able to speak English considering that English is currently the lingua franca used by many countries in the world (Shahraniza & Jalal, 2016).

One of the villages in Langkat Regency whose staff or employees are still lack knowledge and skills in English is Besilam Village. Given that they do not use English as a language in correspondence, but Besilam Village which is a well-known Religious Village and as a religious tourist spot does not rule out the possibility of many guests from foreign countries coming. Besilam Village, which is still relatively simple in managing all aspects of its life, tends to need a lot of help in developing its village. It is not impossible that they can apply for assistance from foreign countries and/or work together to develop the village itself, in terms of the economy or the potential of the village they have (Losi et al., 2023).

This research is important to do because it can help the staff in the village to inform and practice English skills that they may already have but are still not proficient in correspondence or communication with guests from foreign countries. The E-Module that will be introduced to them becomes a means or media to master English in their workplace that they can easily master because the orientation of English mastery focuses on the environment and daily life where they work.
With this E-Module, they can use it anytime and anywhere to increase their motivation and interest in communicating in English and they can also directly practice English communication with fellow staff at the village office. E-Module or electronic module is a digital form of module and it packaged more interactively. Thus, the differences between module and electronic module only on the packaging of both. If module is simple than textbook, so e-module is simple than module, because e-module can be brought by learner everywhere they want in their smartphone. Electronic module is also called media for independent learning because they have instruction for studying self. Electronic module can be filled with material in form of pdf, videos, and animations that can make the user learn actively. Electronic Module also is a display of book which contained information in CD, hard disk, and flash disk and can be read with using tool of reading book in the computer or smartphone.

Previous studies about the development of e-modules have also been conducted. Dewi et al. (2019) focused on the use of mobile learning-based E-Modules as interactive media with the result that an E-Module based on mobile learning as interactive media boosts students' motivation and English skills at SMAN 1 Nan Sabaris in 2019/2020. The speaking/listening, structure, reading, and writing mean scores of the students show improvement from cycle one to cycle two. The value of validation in the positive category is shown to have a point total of 81 in the following study (Agustina & Efendi, 2021). The product e-module can be used because all of the validation tests were passed by it.

Based on the previous explanation and reason, this research is important because they have never had any courses or training to improve their English language skills. They also find it difficult to attend offline or online courses because their village is far from the city and the internet network in the village is very poor quality.

2. RESEARCH METHOD

Research and development (R&D) was the category of research used in this study. Research and development is a technique that involves first conducting research to create a product that will then be validated (Sugiyono, 2017). The ADDIE development research (Analysis, Design, Development, Implementation, Evaluation) approach was employed for this study.

The development of an effective and efficient product is the major goal of this development methodology. This development approach has the following steps: (1) The first stage is to examine the issues, opportunities, and requirements of the ESP E-Module. (2) Select a program to be used, in this case the Canva Digital application, and choose the format and design of the E-Module. (3) Improve an existing design by making changes with the Canva Digital program. In order to assess the viability of the E Module that has been created and produced, the validators—material experts, language experts, and media experts—also conduct a validation test at this point. (4) Conduct practicality and effectiveness tests in the administrative office of Besilam village throughout the implementation stage. The staff or employees are given a practicality questionnaire during this stage of testing to see how useful the E Module is. In order to assess the impact on learning quality, the development results are currently applied to the learning process. The E Module's evaluation, which has been completed and has an average score more than 70%, is used to conduct this effectiveness test (Akbar, 2013). (5) Implement changes to the Canva-based E-Module at the evaluation stage based on feedback from media experts, linguists, and material specialists.

The data analysis technique used by the researcher was quantitative and qualitative data. Quantitative data were obtained from scoring scores from the validation assessment sheets of material experts, linguists, and media experts, as well as practicality questionnaires.
given to the staff and the instructor. Qualitative data were obtained from input/suggestions given by material experts, language experts, and media experts.

3. RESEARCH RESULT AND ANALYSIS

The development of E-Module with Canva to improve the staff’s proficiency in English compiled into a brief explanation below:

The E-Module was created on Canva, consisted of five units. Vocabulary knowledge, reading, writing, speaking, and listening sections were all covered in each subject. The vocabulary knowledge section consisted of terms related to administrative office situation. The reading section consisted of reading comprehension and related to the content of the text. The writing section consisted certain structures and phrase patterns ranging from the easiest to the most difficult problems. The listening section consisted of a listening drill using actual material. The grouping and grading of the materials were based on the English proficiency of the staff. The construction of a module necessitates the consideration of specific factors that are prerequisites in and of themselves because a module performs a crucial function for both the instructor and the staff.

Kusumawati (2018) states that the amount of comprehension that the staff have of the material will improve if they use the module that corresponds to the characteristics of the staff as well as the learning objectives. In Figure 1, the cover of the E-Module was created on Canva. In this initial view, the E-module contains the module title and the authors’ name. Figures 2, 3 and 4 showed a display of the material in E-Module for the administrative office staff. The material in the E-Module was material within the scope of administration, which was fit to the needs of the staff. The material contained in this E-Module was integrated online with links to learning resources such as Youtube and websites that allowed the staff to get learning resources other than text, online exercises, audio and even videos related to the material are included in the E-Module. This will help the staff learn independently and continuously without being limited by space and time. It was also supported by Fatoni & Surani (2022), who stated that the variety of platforms provided by online learning media could allow the users access to a large range of educational resources.

![Figure 1. The Cover of E-Module](image)
Figure 2. The Vocabulary Section

Figure 3. The Reading Section

Figure 3. The Grammatical Focus
The development stage came next. At this point, validation was conducted on validators made up of media validators, language experts, and material experts. The outcomes of the validator's validation questionnaire were summarized below. The results of the feasibility assessment were obtained from the results of the assessment of material experts, linguists, and media experts are shown in Table 1 as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Validator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Material Expert</td>
<td>88.85%</td>
</tr>
<tr>
<td>2</td>
<td>Language Expert</td>
<td>87.67%</td>
</tr>
<tr>
<td>3</td>
<td>Media Expert</td>
<td>97.50%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>91.34%</td>
</tr>
</tbody>
</table>

Based on the results from Table 1, the average value was obtained 91.34% with a very decent category. This showed that E-Module for the staff was considered very feasible. The results of the practicality assessment of the E-Module for the staff were conducted by providing a practicality questionnaire to the staff to find out the practicality of the E-Module that had been created. The results of the practicality assessment were shown in Table 2 as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Validator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Staff</td>
<td>94.65%</td>
</tr>
<tr>
<td>2</td>
<td>The Instructor</td>
<td>95.54%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>95.01</td>
</tr>
</tbody>
</table>

From the results of Table 2 above, the average value of the practicality questionnaire was obtained 95.01%. This showed that the E-Module for the staff was very practical. To find out the results of the effectiveness of the E-Module for the staff that had been developed by the researcher, the staff’s test was conducted by doing the exercises that were available on the E-Module. The average score was taken from the staff with low, medium and high abilities which was obtained the result of 85. So that the effectiveness of the E-Module for the staff was declared effective.

E-module design research for the staff at Besilam village to improve the staff’s proficiency in English. The results showed the design and development of E-module was very feasible, very practical, and effective to use. The result was in line with Dewi et al., (2019) who found that the E-Module was very practical to use with a total score of 79.8%. The media and technology needed to be integrated into English courses for a specific purpose or English for, Specific Purpose (ESP) so that the users were better understand the material and access modules easily (Wengrum & Nurhartanto, 2021).

Product validation was done by two validators on the material, media and language contained in the E-Module. Although the average results of the two validators were in the valid category and were very feasible to use, the E-Module must still go through the process of improvement because there were still some errors and shortcomings in some parts. The revisions from the two learning experts were:

1) there was still grammatical writing error,
2) the source of each reading text and video has not been included,
3) the font size of the sub-topics should be smaller than the topic letters,

The practicality of developing E-module by distributing questionnaire to the staff and the instructor showed that the E-Module design was very practical. This was because
the result of E-Module has a simple appearance, broad presentation of material in accordance with ESP for administrative office situation, and was practically used anytime and anywhere in a flexible sense. E-module was feasible to use and applied for learning speaking. For self-study or reference purposes, materials need to be complete, well laid out, and self-explanatory. Given the predominantly practical characteristic of their field of study (Aurelia & Aurelia, 2020).

The E-Module development was conducted by using ADDIE model. The feasibility analysis of the product developed by the researcher was declared "Very Eligible" so that the E-Module developed could be used to improve English proficiency. The practicality analysis was obtained from the practicality questionnaire of the instructor and the staff which was stated to be "Very Practical" to use. The analysis of the effectiveness of the E-Module was obtained from the results of the staff evaluation questions was included in the "Very Effective" category so that the developed E-Module can be used in learning. When the course is designed to connect to their future needs, learners would be more highly motivated and more committed to learning (Yang, 2020).

This research result was also in line with Syaprizal (2021), he stated that a contextual-based English module product that can improve class X students' speaking skills at SMA Negeri 1 Murata Beliti scored 80.18 from material expert validators, 70.67 from linguists, and 89.72 from media experts. Students' speaking skills can be improved with contextualized English learning modules. Speaking averages 0.48. those studies examine specific method teaching through developing an E-Module for general English, that’s to be a gap with the following research that only focusing developing an e-module for law students as ESP class based on Canva online application.

4. CONCLUSION

The Development of E-Module for the staff of administrative office at Besilam Village used the ADDIE model. The product analysis developed by the researcher was declared "Very Appropriate" The E-Module development could be used for the staff. The practicality analysis was obtained from the practicality questionnaire filled out by the instructor and the staff which was declared "Very Practical" to be used. The analysis of the effectiveness of the E-module was obtained from the evaluation of the staff who did the exercises which showed the category "Very Effective". This E-Module assisted the staff to expand their ability in the English language in the administrative office. The E-Module was still developed utilizing an online connection, which accessed a challenge for the learners who did not have consistent access to the internet.

It is highly recommended that an electronic module be created for the upcoming research that can be accessed both online and offline. If e-learning courses are created both with and without the use of the internet, the limitations imposed by the use of digital technology may be decreased (Sadiyani et al., 2021). This enhances the hybrid learning system, which enables teachers and students to conduct the learning process through synchronous, asynchronous, in-person, and online options (Septiyani et al., 2022).

REFERENCES


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