

**DESIGNING A COMMUNICATIVE ENGLISH LANGUAGE TRAINING
MODULE FOR TEACHERS AND STAFF IN A BILINGUAL SENIOR
HIGH SCHOOL**

Tugas Akhir



by

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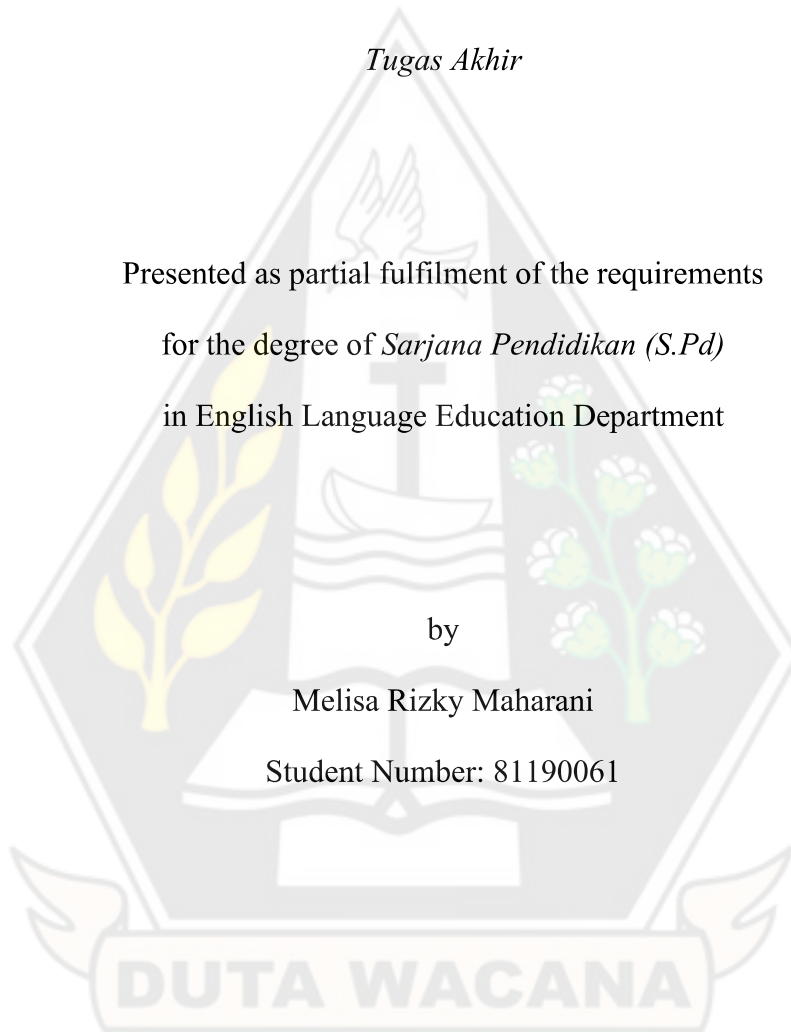
Tugas Akhir

Presented as partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd)*
in English Language Education Department

by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

2023

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STATEMENT OF ORIGINALITY

I honestly declare that this Tugas Akhir does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 4th May 2023

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DUTA WACANA

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ABSTRACT

Maharani, M.R. (2023). *Designing A Communicative English Language Training Module for Teachers and Staff In A Bilingual Senior High School* (Unpublish Undergraduate *Tugas Akhir*). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This product-based final project is addressed to a bilingual school in Yogyakarta with the aim of supporting English language training activities for teachers and staff at the bilingual school by designing a learning module entitled "Communicative English Training for Teachers". The development of this module is based on the needs of teachers and staff at a bilingual school in Yogyakarta.

The method used by the author is the ADDIE model which consists of Analysis (A), Design (D), Development (D), Implementation (I), and Evaluation (E). The participants for this interview were the head of curriculum, principal, teachers, and staff from a bilingual school. Therefore, based on the needs obtained, the authors designed a learning module with 8 units namely Personal Information, Greetings and Farewells, Class Instructions, Asking and Offering Help, Getting to Know School Facilities, This is My School, Welcoming and Entertaining Guests at School, and Celebration of Time Study. Each unit starts with "Let's Wear a Thinking Cap", "Let's Practice", "Let's Learn", "Let's Wrap Up and Act.

The implications of this learning module for teachers and staff in bilingual schools in Yogyakarta are that this module can be used by schools as a reference for teaching English in training classes and can also use this learning module as a training tool when they want to learn speaking skills independently.

Keywords: Use of English, English training, Bilingual schools

INTISARI

Maharani, M.R. (2023). *Designing A Communicative English Language Training Module for Teachers And Staff In A Bilingual Senior High School* (Unpublish Undergraduate *Tugas Akhir*). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Tugas akhir berbasis produk ini ditujukan kepada sekolah dwibahasa di Yogyakarta dengan tujuan mendukung kegiatan pelatihan bahasa Inggris bagi guru dan staf di sekolah dwibahasa tersebut dengan merancang modul pembelajaran yang diberi judul “Pelatihan Bahasa Inggris Komunikatif untuk Guru”. Pembuatan modul ini didasarkan pada kebutuhan para guru dan staf di salah satu sekolah dwibahasa di Yogyakarta.

Metode yang digunakan penulis adalah model ADDIE yang terdiri dari Analisis (A), Desain (D), Pengembangan (D), Implementasi (I), dan Evaluasi (E). Peserta wawancara ini adalah kepala kurikulum, kepala sekolah, guru, dan staf dari sekolah dwibahasa. Oleh karena itu, berdasarkan kebutuhan yang diperoleh, maka penulis merancang modul pembelajaran dengan 8 unit yaitu Informasi Pribadi, Salam dan Perpisahan, Petunjuk Kelas, Meminta dan Menawarkan Bantuan, Mengenal Fasilitas Sekolah, Ini Sekolahku, Menyambut dan Menjamu Tamu di Sekolah, dan Perayaan Waktu Belajar. Setiap unit dimulai dengan “Let’s Wear a Thinking Cap”, “Let’s Practice”, “Let’s Learn”, “Let’s Wrap Up and Act.

Implikasi dari modul pembelajaran ini bagi guru dan staf di sekolah dwibahasa di Yogyakarta adalah bahwa modul ini dapat digunakan oleh sekolah sebagai referensi untuk mengajar bahasa Inggris di kelas pelatihan dan juga dapat menggunakan modul pembelajaran ini sebagai sarana latihan ketika ingin mempelajari materi keterampilan berbicara secara mandiri.

Kata kunci: *Penggunaan bahasa Inggris, Pelatihan bahasa Inggris, Sekolah dwibahasa*

CHAPTER I

INTRODUCTION

This chapter will introduce the rationale of developing modules for teachers and staff in a bilingual senior high school in Yogyakarta. There are three sections in this chapter i.e., background, objective, and benefits.

A. Background

This project was conducted in a bilingual senior high school in Yogyakarta. Then, bilingual schools use two languages of instruction, for example English and Indonesian to support the effectiveness of learning and also communication between students and teachers at school. Usually, bilingual school will use Indonesian and English as a means of communication. Meanwhile, in Indonesia itself, English is a foreign language and not all Indonesians use English as a means of communication in their daily activities. Therefore, to meet the needs of students with both languages, of course, a workforce that is skilled in processing these two languages is needed properly. The solution to meet the needs of a bilingual high school in Yogyakarta is to hold English language training that focuses on speaking skills. According to (Sirait et al., 2022) bilingual language is highly important to apply in high school, especially high school in Indonesia, because numerous sectors ranging from industry to education have also made adjustments to keep pace with changing times internationally so that other nations do not fall behind.

This module entitled "Communicative English Training for Teachers" was created with the hope that it can support teachers and staff in a bilingual senior high school in Yogyakarta to be able to apply the use of English properly and correctly. This also coincides with the results of the author's observation regarding the needs analysis in a bilingual senior high school in Yogyakarta towards the use of English which is in line with the vision and mission of this school that wants to provide international scale educational facilities to students so they are ready to serve the

world. Then, the use of English at this bilingual senior high schools is also a competency standard for every employee who works there where they are expected to be able to use English well so that they are able to create an optimal international environment. Apart from that, this module is also made with the hope that it can help teachers and staff in a bilingual senior high school in Yogyakarta to upgrade their English skills so that they can use English outside of school needs. Those are some of the things that inspired the writer to make this English training module to be used by teachers and staff in a bilingual senior high school in Yogyakarta when they want to learn English more deeply in training sessions at school.

B. Objectives

The purpose of creating the module entitled "Communicative English Training for Teachers" is to support English training activities at a bilingual senior high school in Yogyakarta with the expectation that the teachers and staff at that school will be able to improve their English skills, especially speaking skills.

C. Benefits

This module is expected to be useful for some parties such as the school as well as the teachers and staff.

1. For the school

This module can be used as English teaching materials in training classes, specifically for teachers and staff. Then, this module also helps the effectiveness of English training for teachers and staff so that it can help schools to have a good workforce with good English skills which is aligned to the school standards.

2. For the teachers and staff

This module is useful for teachers and staff to develop their English skills, especially speaking. This module can be used as a reference for teachers and staff when they want to use English to communicate with students and guests from abroad who visit the school.

CHAPTER V

CONCLUSION

This chapter will provide a summary of the *Tugas Akhir* product-based in the form of an English language training module for teachers and staff at a bilingual school in Yogyakarta.

This product-based *Tugas Akhir* aims at designing and developing a module entitled "Communicative English Training for Teachers" to enable teachers and staff in a bilingual school in Yogyakarta to improve their English skills, especially speaking skills. The development of this module is based on the results of interviews with the head of curriculum, school principals, teachers and staff at a bilingual school in Yogyakarta. Based on the interview results, most of the participants from teachers and staff at a bilingual school in Yogyakarta said that they needed additional knowledge regarding vocabulary and grammar in English so that they could use English well when teaching and interacting with students or foreign guests at school. In addition, they need to have good English competence because the school has human resource competency standards which include being able to use English properly and correctly. In addition, this is also because the school demanded all teachers and staff to be able to facilitate students at the school with foreign language skills such as English so that students are able to increase their confidence in using English.

The time needed in making this module is 4 months. The process started with 1) making an appointment with the school study center, 2) then sending an interview permission letter from the Department to the school study center for conducting interviews, 3) transcribing the results of the interview and analyzing it to make it into a syllabus, 4) developing the syllabus and finalizing the design in Canva, and 5) consulting the module with the supervisor. This data collection and analysis was carried out using the ADDIE model method to facilitate the creation of modules so that the delivery of material for the English training in this bilingual school in

Yogyakarta can be received effectively by the participants. Analysis (A) is used when interviewing participants in the school concerned with a different schedule. Design (D) is used when reviewing interview results by making a syllabus first. After that Development (D) is used to create learning modules in Canva based on the syllabus that has been made. Implementation (I) will be used by the school because the results of this module will be used directly by the school during the English training class. Evaluation (E) stage cannot be carried out because later the writer cannot become a tutor to teach the module but the author still ensures that the module is in accordance with the needs of teachers and staff by sending the module to school representatives to provide feedback. As a result of the feedback is that the school is satisfied with the results of the module because it meets their expectations and needs.

This module consists of 8 units: Personal Information, Greetings and Farewells, Class Instructions, Asking and Offering Help, Getting to Know School Facilities, This Is My School, Greeting and Entertaining Guests at School and Study Time Celebrations. In each unit in this module will begin with "Let's Put on a Thinking Cap" which aims to prepare participants to receive and understand learning material at the beginning of the day. Then, in the "Let's Practice", participants can practice developing speaking skills by discussing or having dialogue with their peers. The "Let's Learn" is the core of learning from the material studied by the participants. Finally, "Let's Wrap Up and Act Out" is the last learning session where participants are directed to re-practice the learning objectives of each unit.

This module also has several benefits for the schools themselves, teachers and staff of bilingual schools in Yogyakarta. First, schools can hire English teachers and principals to teach English language training programs, saving on operational costs. Second, teachers and staff can appropriately and optimally learn and improve their English skills to meet school needs. Third, teachers and staff can strengthen their English skills, which will be important in their future careers.

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