

TEHNICAL GUIDANCE FOR DEVELOPING PROJECT-BASED READING-VIEWING TEACHING MODULES FOR CLASS X OF EFL TEACHERS

*Nunung Nurjati¹, Samsul Khabib², Joesasono Oediarti S.³, Oktavia Tri Sanggaladewi⁴,
Wahju Bandjarjani⁵, Fuad Maftukhan⁶, Sesilia Yuliani⁷

¹⁻⁷Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana, Surabaya, Indonesia

E-mail: *nunung.nurjati@unipasby.ac.id

*Corresponding author

Abstract

This technical guidance aims at providing a training in preparing project-based reading teaching modules for tenth grade English teachers. This training is to design a module that integrates the Kurikulum Merdeka with a project-based approach. This aim is to ensure that the teaching modules prepared relevant to the learning materials set by the government, while still offering interesting and meaningful content for students. The participants are the EFL teachers of senior high school in Sidoarjo. The method applied involves systematic stages, including literature study, needs analysis, goal formulation, material preparation, and validation by education experts and English language experts. This technical guidance also emphasizes the importance of a project-based approach in reading learning, explore potential projects that are relevant to students' real lives, and offer effective strategies and techniques in designing and implementing project-based teaching modules. Also, it discusses aspects of evaluation in project-based Reading-Viewing learning, including assessment of student performance and evaluation of teaching modules. It is hoped that the results of this training can make a positive contribution to improving the quality of Reading-Viewing learning in class X. Teachers are expected to improve their skills in designing and managing learning that is interesting, interactive, and relevant to students' needs and interests. In addition, it is hoped that there will also be an increase in students' interest and motivation in developing their English reading skills.

Keywords: *technical guidance, teaching modules, Reading-Viewing, project-based*

Intisari

Bimbingan teknis ini bertujuan untuk memberikan pelatihan penyusunan modul pengajaran membaca berbasis proyek untuk guru bahasa Inggris kelas sepuluh. Pelatihan ini untuk merancang modul yang mengintegrasikan Kurikulum Merdeka dengan pendekatan berbasis proyek. Hal ini bertujuan untuk memastikan bahwa modul ajar yang disusun relevan dengan materi pembelajaran yang ditetapkan oleh pemerintah, namun tetap menawarkan konten yang menarik dan bermakna bagi siswa. Pesertanya adalah para guru Bahasa Inggris SMA di Sidoarjo. Metode yang diterapkan meliputi tahapan sistematis, meliputi studi literatur, analisis kebutuhan, perumusan tujuan, penyusunan materi, dan validasi oleh pakar pendidikan dan pakar bahasa Inggris. Bimbingan teknis ini juga menekankan pentingnya pendekatan berbasis proyek dalam pembelajaran membaca, menggali potensi proyek yang relevan dengan kehidupan nyata siswa, serta menawarkan strategi dan teknik yang efektif dalam merancang dan mengimplementasikan modul pengajaran berbasis proyek. Dibahas juga aspek evaluasi dalam pembelajaran Reading-Viewing berbasis proyek, meliputi penilaian kinerja siswa dan evaluasi modul pengajaran. Diharapkan hasil pelatihan ini dapat memberikan kontribusi yang positif bagi peningkatan kualitas pembelajaran Membaca-Melihat di kelas X. Guru diharapkan dapat meningkatkan keterampilannya dalam merancang dan

mengelola pembelajaran yang menarik, interaktif, dan relevan bagi siswa. kebutuhan dan kepentingan. Selain itu, diharapkan juga akan ada peningkatan minat dan motivasi siswa dalam mengembangkan keterampilan membaca bahasa Inggris mereka.

Kata kunci: technical guidance, teaching modules, Reading-Viewing, project-based

INTRODUCTION

The ability to speak English has become an essential skill in facing the rapidly growing era of globalization. As the lingua franca language, English plays a central role in facilitating international communication, access to global information, and wider career opportunities. In order to equip the younger generation with comprehensive language skills, teaching English in schools is becoming increasingly strategic and important.

In learning English, the development of reading and viewing skills has become the main focus, given their vital role in broadening horizons, increasing understanding, and honing students' critical thinking skills. Reading skills allow students to explore worlds of knowledge through different types of texts, while seeing provides opportunities to understand and interpret information from various forms of visual media (Brown, 2014). However, teaching and learning reading-viewing in English is often faced with complex challenges (Mihalcea & Bostan, 2017). The demands of a dense curriculum and limited learning time make teachers face difficulties in developing effective and attractive learning strategies for students (UNESCO, 2018). Conventional teaching methods that only emphasize linguistic aspects often do not motivate students and can cause a decrease in interest in English.

To overcome this challenge, this study aims to develop technical guidance in the preparation of project-based reading-viewing teaching modules for tenth grade English teachers. The project-based approach is considered an effective learning strategy in increasing student interest, engagement, and motivation (Wulandari, 2020). Through projects that are relevant to students' real lives, this approach allows them to relate learning English to their personal experiences and interests.

In this technical guidance, systematic steps are presented to develop interesting and meaningful project-based reading-viewing teaching modules for class X students. These steps include needs analysis, formulation of learning objectives, selection of materials, development of relevant projects, and evaluation strategies (Imbaquingo & Cartenas, 2023). These teaching modules are developed in the form of practical guides that can assist teachers in designing and managing interesting and meaningful learning. The resulting teaching modules cover various types of text and visual media, so as to develop students' reading-viewing skills holistically. In addition, this study also discusses evaluation aspects to measure the effectiveness of project-based teaching in improving students' reading skills.

It is hoped that the results of this research can make a positive contribution to the development of English language education at the secondary school level. Teachers are expected to be able to use the technical guidance and teaching modules produced as an effective guide in designing interesting, interactive and student-centered learning. In addition, it is also hoped that students will be more motivated and enthusiastic in developing

their reading-viewing skills, so that they are able to become critical readers and viewers in English.

THEORETICAL REVIEW

Teaching and learning English has become the main focus in facing the challenges of globalization and the development of information technology. Reading and viewing skills become critical aspects in the process of learning English, because both are the foundation for acquiring knowledge, developing understanding, and improving students' critical thinking skills. In relation to teaching class X, an innovative and interesting approach is needed to increase the effectiveness of teaching reading-viewing. Therefore, this study aims to develop technical guidance in the preparation of project-based reading-viewing teaching modules for tenth grade English teachers. The connection with the theoretical basis that underlies the review of the concepts with the subject matter is explained below.

Project-Based Approach in Learning English

The project-based approach (project-based learning) has become a learning method that is widely used in teaching English. In this approach, students are invited to be actively involved in projects related to their real life. These projects are designed to improve students' English proficiency while providing meaningful and relevant context. Several studies have shown that a project-based approach can increase students' interest and motivation in learning English (Krajka, 2016; Thomas, 2019).

The Role of Reading-Viewing Skills in Learning English

Reading and viewing skills have an important role in learning English. Good reading skills enable students to understand a wide variety of texts, from articles to stories to academic teaching materials. Meanwhile, the ability to see allows students to understand information from visual media, such as pictures, photos and videos. The combination of reading and viewing skills can improve students' overall understanding of information (Mihalcea & Bostan, 2017).

Development of Teaching Modules in Learning English

The teaching module is one of the effective instruments in learning English. Teaching modules allow teachers to organize learning materials in a structured and integrated manner, so that students can understand learning content better. In developing teaching modules, it is necessary to pay attention to aspects such as selecting relevant material, interesting learning strategies, and appropriate evaluation approaches (Farrell, 2019).

Integrative Approach in Learning English

In the context of teaching reading-viewing, an integrative approach can improve learning effectiveness. The integrative approach combines reading and viewing learning synergistically, so that students can develop English skills holistically. In this approach,

students are invited to read and view interrelated texts, so they can deepen their understanding and interpretation of the information conveyed (Bachman, 2018).

In conclusion, the preparation of technical guidance in the preparation of project-based reading-viewing teaching modules are an innovative solution in increasing the effectiveness of teaching English for class X. By combining a project-based approach, teaching reading-viewing, and an integrative approach, it is hoped that this technical guidance will provide practical guidance for teachers in designing and managing interesting, interactive, and student-oriented learning.

METHOD OF TECHNICAL GUIDANCE

This study aims to develop technical guidance in the preparation of project-based reading-viewing teaching modules for tenth grade English teachers. The research method approach used is developmental research (Imbaquingo & Cartenas, 2023). The development method is the right approach to develop a product or practical guide that is relevant to specific needs and contexts. The following are the stages and steps in the research method for preparing technical guidance:

Needs Analysis:

1. Conducting interviews or questionnaires to class X English subject teachers to identify difficulties and challenges in teaching reading-viewing.
2. Collect data from students regarding their interests and preferences for learning method

Preparation of Technical Guidance:

1. Summarizes the entire process of developing teaching modules and evaluation results in the form of a comprehensive practical guide.
2. Presenting steps and strategies for teachers to use teaching modules effectively in class X learning English.

Teaching Module Development:

1. Designing the structure and content of teaching modules, including concept introduction, reading-viewing activities, and project-based projects.
2. Select reading materials and viewing materials that are relevant and interesting for class X students.
3. Designing project-based projects that are relevant to students' contexts and can improve their reading-viewing skills.
4. Pay attention to grammar, language style, and suitability of the difficulty level of the material for class X for English teaching.

Implementation and Evaluation:

1. Collecting data through observation, tests, and questionnaires to measure the effectiveness of teaching modules in improving students' reading-viewing skills.
2. Analyze data and evaluate the results of implementing teaching modules.

By following the steps of the research method above, it is expected that the resulting technical guidance can provide relevant, practical, and useful guidance for tenth grade English teachers in developing effective and meaningful project-based reading-viewing teaching modules.

RESULTS OF TECHNICAL GUIDANCE

This research resulted in technical guidance in preparing project-based reading-viewing teaching modules for English subject teachers of class X. This technical guidance is designed to assist teachers in designing and managing interesting, interactive, and student-oriented learning. The following is a summary of the research results produced:

Needs Analysis:

1. Through interviews and questionnaires with class X English subject teachers, it was found that they faced challenges in developing interesting and relevant learning for students.
2. Needs analysis also reveals that reading-viewing skills need to be emphasized more in the learning process.



Graph. 1 The responses of teachers to find out what teachers need in developing teaching modules for reading-viewing subjects.

The graph above shows the responses of teachers to find out what teachers need in developing teaching modules for reading-viewing subjects. The results of the answers show that 73% of the teachers have understood that compiling teaching modules requires an understanding of the Independent Curriculum.

Preparation of Technical Guidance:

1. The research results are compiled in the form of comprehensive technical guidance, containing steps and strategies for teachers to implement teaching modules effectively in class X learning.

2. This technical guidance provides practical guidance for teachers in designing interesting and meaningful projects to improve students' reading-viewing skills.

Sebelum menyusun modul ajar pembelajaran Reading-Viewing berbasis proyek, apa yang harus disiapkan oleh para guru?

 Salin

11 jawaban



Graph. 2 The preparation of project-based reading-viewing teaching modules

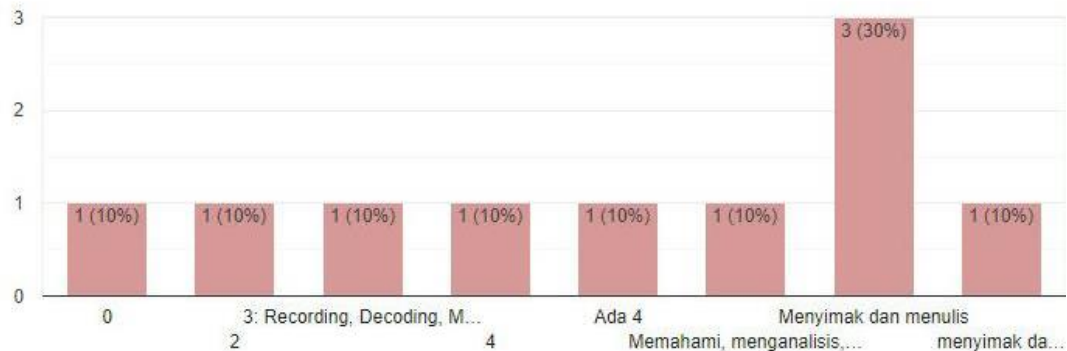
From the results of the questionnaire, the answer was that in preparing the preparation of project-based reading-viewing teaching modules, the teachers showed the highest percentage, namely 18%, in preparing learning objectives. While the other preparation points, the percentage results show the same, namely 9% each.

Teaching Module Development:

1. The project-based reading-viewing teaching module has been developed with a systematic structure, including concept introduction, reading-viewing activities, and project-based projects that are relevant to students' real lives.
2. Interesting and relevant reading materials and viewing content have been selected to increase student engagement in learning.
3. Project-based projects are designed to provide opportunities for students to apply their reading-viewing skills in real contexts.

Ada berapa ketrampilan yang seharusnya dilibatkan dalam modul ajar Reading-Viewing berbasis proyek?  Salin

10 jawaban



Graph. 3 The types of skills included in the project-based reading-viewing teaching module

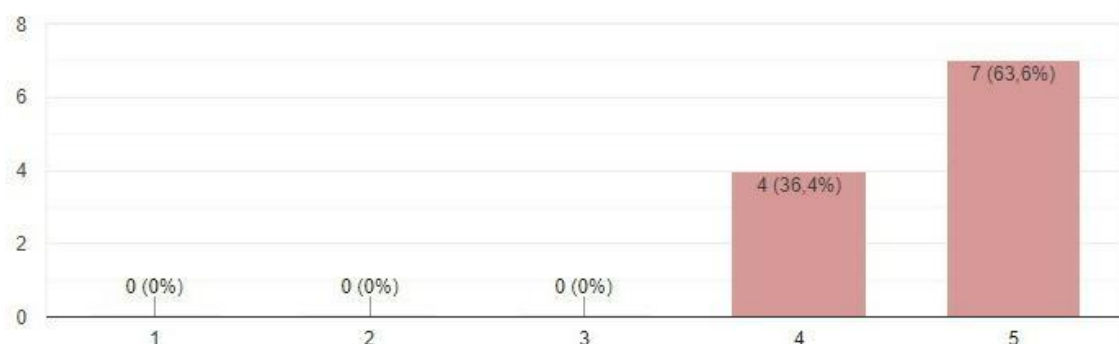
Of the several questions in the questionnaire, one of the questions answered by the teachers was the types of skills included in the project-based reading-viewing teaching module. From the participants' answers, it was known that listening and writing skills showed the skills most mentioned by EFL teachers, namely 30% in compiling the teaching modules.

Implementation and Evaluation:

1. The teaching modules that have been prepared are tested on a test group of class X students.
2. Data collected through observation, tests, and questionnaires show that the project-based reading-viewing teaching module is effective in improving students' reading and viewing skills.

Secara umum, bagaimana pendapat bapak ibu terhadap pelaksanaan workshop modul ajar.  Salin

11 jawaban



Graph. 4 The participants' responses to the evaluation of the implementation of this technical guidance

To evaluate the technical guidance of the project-based reading-viewing teaching module, the participants' responses to the evaluation of the implementation of this technical

guidance provided two answers, namely agreeing and strongly agreeing. As many as 36% of participants agreed and as many as 64% stated that they strongly agreed on the implementation of project-based technical guidance for preparing Reading-Viewing teaching modules.

Thus, the results of this study make a positive contribution to the development of English education at the secondary school level. The resulting technical guidance is expected to assist teachers in adopting a project-based approach in reading-viewing learning, so that students can be more motivated and enthusiastic in developing their English language skills.

CONCLUSION

This research succeeded in developing technical guidance in the preparation of project-based reading-viewing teaching modules for English subject teachers of class X. This technical guidance has the aim of assisting teachers in designing and managing interesting, interactive, and student-oriented learning. In the process of developing technical guidance, several significant findings and implications can be drawn.

First, the project-based approach has proven effective in increasing students' interest and motivation in learning English. By involving students in real projects that are relevant to their lives, this approach provides meaningful contexts and can increase student engagement in reading-viewing learning. Second, reading and viewing skills have an important role in learning English. The use of project-based reading-viewing teaching modules open opportunities for students to improve their ability to understand various texts, as well as understand information from visual media more effectively. Third, the project-based reading-viewing teaching module compiled in this study contains reading materials and viewing materials that are interesting and relevant to the interests of Grade X students. This has the potential to increase student engagement and motivate them to learn English more enthusiastically. Fourth, the results of the evaluation and implementation of teaching modules show that this technical guidance can assist teachers in designing and managing reading-viewing lessons more effectively. Students show increased literacy and visual skills, and show more active interest and participation in learning.

Through this technical guidance, it is hoped that class X English teachers can adopt a project-based approach in teaching reading-viewing. It is hoped that the use of teaching modules prepared with technical guidance will have a positive impact on improving the quality of learning English, as well as increasing students' interest and motivation to develop their English language skills.

Overall, this research makes a positive contribution to the development of English language education at the secondary school level. The use of project-based reading-viewing teaching modules that are accommodated with technical guidance can be a step forward in improving English learning that is more relevant, interactive, and meaningful for class X students.

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